

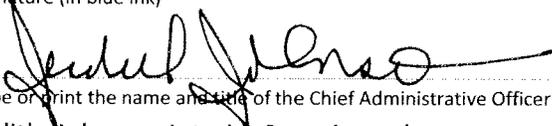
New York State Education Department
 Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
Mount Vernon School District		660900010000	
Lead Contact (First Name, Last Name)			
Gertrude Karabas			
Title	Telephone	Fax Number	E-mail Address
Assistant Superintendent	(914)358 - 2374	(914)-665-7548	gkarabas@mtvernoncsd.org
Legal School Name for the Priority School Identified in this Application		School Beds Code	
A. B. Davis Middle School		660900010022	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
Grade 7 and Grade 8		362010001840	
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
792			
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	6/6/13
Type or print the name and title of the Chief Administrative Officer	
Judith Johnson, Interim Superintendent	
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RECEIVED
 JUN 7 2013
 CONTRACT ADMINISTRATION
 NB

PROPOSAL NARRATIVE

District-level Plan- Transformation Model

A. District Overview

The Mount Vernon School District has both a strong commitment to success in the turnaround of its lowest achieving schools and the capacity and will to implement the model proposed. Mount Vernon School District has studied the research on what districts need to do to turnaround underperforming schools and to set the stage for dramatic change in student's outcomes. The district is eager to transform Davis Middle School, the district's Priority School into a school in which the community takes pride. The district has selected the Transformation model which requires that the principal be replaced and is currently in the process of hiring a principal who has a proven track record in demonstrating progress in failing schools. The district is prepared to provide expanded learning opportunities outside the traditional school day and has a plan to encourage and support the school in adopting strategies to recruit, hire and retain the right teachers for the right classrooms. The district has developed performance measures for evaluating teachers and principal in order to identify effective staff and give ineffective staff the opportunity to improve or be removed. The district will identify and reward principal and teachers and other staff who, in implementing the model, have increased student achievement rates through opportunities to receive coursework to move up the career ladder. The district has developed and shared six strategic objectives to guide the development of the 2013-2014 school budgets. These objectives represent the district's intent and covenant with the voters and key stakeholders in the community. One of these objectives speak to a complete reorganization of the school district that creates new zoning patterns and new school configurations as measured by community satisfaction and efficient use of school facilities and district resources. This objective would impact directly on A B Davis, the lowest performing school in the district.

The district has a theory of action to serve as a basis for decision making, self assessment and reflection. Most importantly, the district is communicating the message that all schools must break the cycle of low performance and low expectations. Along with Davis Middle School and the school district, all seven of our Focus Schools recently participated in either an NYSED or District led integrated intervention team review through the lens of the Diagnostic Tool for School and District Effectiveness. The impact statements from each review will be used to drive school improvement

According to the report "Exploring the Pathway to Rapid District Improvement" published by The Center on Innovation & Improvement (2009), districts like Mount Vernon, with increasing numbers of underperforming schools, *should* strive for instructional coherence, decrease teacher isolation, cultivate shared responsibility, promote collaborative discussions and problem solving, and develop multiple professional learning communities in schools and across different stakeholder groups. The report further stresses that these districts need to be able to provide for a system of aligned curriculum, instruction, and assessments; they need to have data systems in place to allow administrators and teachers to use data; and they should have mechanisms to monitor and focus support towards improving instruction. Districts must also be willing to

reorganize to fully support improvement efforts aimed towards improving instruction. Most importantly, the report argues that when districts engage in rapid improvement, *there is a catalyzing event that awakens the district and opens up a window of opportunity allowing the district to take strategic actions that simultaneously change beliefs and improve what isn't working.* According to this framework posited by the Center on Innovation and Improvement, the Mount Vernon School District is on the pathway to rapid district improvement which is a known prerequisite for school turnaround since rapidly improving districts cultivate and use a set of improvement capacities that are focused on improving all aspects of the district as a system.

On November 7, 2012, at a public meeting of the Board of Education, the Mount Vernon School District accepted a grant award from New York State Education Department to launch a comprehensive district and school turnaround initiative in order to bring about rapid and dramatic improvement in student achievement. Through the grant award the district will partner with three key organizations: Bank Street College, Annenberg Institute for School Reform (AISR), and MCREL to build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance. More importantly, the initiative will help to build the capacity of district and school leaders to design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards (CCSS), systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.

The three partner organizations share complementary philosophies about school and district improvement and have proven track records of supporting high-achieving schools. Interim School Superintendent Judith Johnson noted that the partnership must espouse a theory of change. She believes that if the district and its partners can identify “what matters most”- four or five key drivers based on research and that, if addressed correctly, will most likely result in dramatic changes in student outcomes. Mount Vernon School District has had several initiatives to drive school improvement. **What makes this initiative different and sustainable?** First, this is a partnership that also includes the City of Mount Vernon and various other organizations in the city that care about the future of Mount Vernon. Mayor Davis recently affirmed that a partnership with the City of Mount Vernon is a critical element in moving both the district’s educational and the city’s strategic agenda. In addition, there will be careful NYSED and partner monitoring of the project and decisive intervention when the district fails to make adequate progress on its various benchmarks. All project partners have pledged to advocate for the changes necessary to dramatically increase student achievement in Mount Vernon and report results to all stakeholders in a timely fashion.

To this end, as outlined in the NYSED’s School and District Systemic Support Grant, MVSD and its partners are in the process of developing a cohesive strategic plan for improving and enhancing district capacity and for enabling the district to proactively plan for identification, intervention and support of low performing schools. As a result, MVSD will emerge with a restructured central office structure based on an organizational theory of action, with the additional resources of its partners focused on increased district capacity to consistently support school intervention, improvement and turnaround strategies. Of equal importance will be the creation of pipeline and supporting policies for recruiting and retaining highly effective teachers and leaders for chronically underperforming schools. This includes: development of a

recruitment and retention strategic plan; articulation of characteristics of the district and its schools that are attractive to teachers; identification of schools within the district that have challenges with teacher recruitment; establishment of recruitment goals in terms of teacher quality and quantity for the district as a whole; development of partnerships with universities and colleges that deliver the highest quality teacher preparation; and altered hiring procedures and budget timelines that ensure the appropriate types and number of teachers and principals can be recruited and hired.

To date, the Mount Vernon School District has begun the restructuring of its Central Office and has created an Office of Innovation and School Improvement headed by an Assistant Superintendent for Accountability, Innovation and School Improvement and staffed by a school turnaround specialist. The district recently hired a District Administrator for Data and Assessment who has developed Data Inquiry Teams in all its sixteen schools. As noted in the referenced report by the Center for Innovation and Improvement, a central theme of the research on district improvement is that districts that make rapid and dramatic improvement are, to no surprise, focused intensively on improving all aspects of the district as a system, from the central office to classroom instruction. In rapidly improving districts, improvement capacities refer to district *structures, policies, processes, and programs* intentionally designed to improve overall organizational capacity and the quality of teacher instruction. In addition, the district is currently in the process of selecting a data management system to bring together all of the district's programs, assessments, curriculum maps and data reports into a single platform. A rapidly improving district must have a data system for collecting, storing, accessing, and disseminating school and student-level data.

What Does the District's Theory of Action for Change Look Like?

In order to accomplish the district's goal of becoming a district in which schools can break free of the cycle of low performance and low expectations, the Mount Vernon School District sets forth as its theory of action for change a coherent set of strategies that shall ensure that the district becomes an improvement-oriented organization that cultivates its improvement capacities, ensures that schools and teachers have the tools and resources needed to support student learning and manages its core operations. The Superintendent of Schools will work with the Mount Vernon School Board to codify the theory of action as a policy to guide the district's efforts in closing the achievement gap, strengthening academic rigor and maximizing student learning at all levels by shaping district level management goals, policies, strategic planning and budgets. The district will work with its partner organizations to fully develop and craft such a policy. It is anticipated that this policy which is antecedent to the district's strategic plan, will be developed over the summer months. For purposes of guiding the district's turnaround efforts, MVSD proposes to structure its theory around a framework that will enable the district to promote system-wide understanding of its actions, support strategic planning, serve as a basis for decision-making and provide a structure for critical reflection and ultimately serve as a diagnostic tool, or as a self-assessment. The district acts on the following beliefs to support the turnaround of AB Davis Middle School:

--If the district has structures, processes, and programs for strategically allocating and targeting human and fiscal resources; aligning district systems, policies and structures to support district

and school improvement efforts; then: the district will develop its capacity to successfully restructure so that all efforts, functions, policies, and actions are supporting the improvement effort.

-- If the district establishes and communicates a district-wide improvement strategy, including a vision and specific goals for improvement; develops and communicates policies, non-negotiables, and new programs; establishes and maintains a focus on equity; coordinates and monitors district-wide improvement strategies; and sets expectations for monitoring and supporting school improvement efforts; then: the district will continue to develop its capacity to successfully reorient the organization by shifting culture and beliefs toward shared responsibility for student achievement.

-- If district educators (principals, teachers, administrators) engage in ongoing (e.g., at least once a week) problem-solving around issues related to teaching and learning; incorporate educator-developed strategies and solutions into school and district improvement efforts; support and engender productive attitudes/dispositions, such as trust, willingness to share information, reflection and self-awareness, and willingness to change; then: the district will improve its capacity for improvement by providing dedicated time and space for educators to figure out local solutions; by allowing for and communicating a strategic balance of district parameters and local autonomy; and by providing educators with the skills needed to engage in ongoing problem solving.

-- If the district improves the instructional capacity in schools and among district leaders; analyzes and uses data to identify district and school areas for improvement; investigates, identifies, and selects improvement strategies (e.g., grants, programs, new initiatives) and programs that support and align with the district's improvement efforts and evaluates the impact of programs and improvement strategies; then: the district will improve by building leadership and instructional capacity that focuses improvement efforts on improving instruction and on improving relations among adults and among adults and students.

District Approach and Actions for Supporting Turnaround Effort

The District has embraced the State's RTTT initiatives and is implementing the Common Core Standards in English Language Arts and Mathematics with literacy as both the foundation and focus upon which to build student learning. Additionally, student mastery of 21st Century skills (critical thinking and problem solving, communication, collaboration, and creativity and innovation) forms another critical outcome of the teaching and learning process because no 21st Century skills implementation can be successful without developing core academic subject knowledge and understanding among a literate student body. Students who can think critically and communicate effectively must build on a base of core academic knowledge and literacy. To this end the MVSD plans to implement a PK-12 21st Century curriculum that is aligned to the Common Core Standards and delivered through research-based instruction using benchmarked assessments.

College and Career Readiness

The data set that suggests the need for the implementation of a district wide literacy initiative to support college and career readiness is found in a review of the trends in the district-wide ELA and Math Regents results as well as in the results of *ELA/Math Aspirational Performance Measure (APM)*: for the 2007 Cohort. The APM which is meant to be a predictor of college and career readiness, represents the count and percentage of students in the cohort who graduated with a local, Regents, or Regents with Advanced Designation diploma AND scored 75 or higher on the English Regents examination AND scored 80 or higher on a Regents examination in mathematics are shown in Table 2 which follows.

Student Group	Count of Cohort Members	Count	ELA/Math Aspirational Performance Measure (APM): percentage of the cohort who graduated and earned 75 or greater on the ELA Regents and earned 80 or greater on a math Regents as of June of the 4th year.
General Education Students	494	29	5.9%
Students with Disabilities	100	1	1.0%
Not Limited English Proficient	576	30	5.2%
Limited English Proficient	18	0	0.0%
Economically Disadvantaged	333	25	7.5%

In order to increase the number of students graduating MVSD, career and college ready, the district is implementing a PreK-12 literacy initiative and providing supports for struggling learners in robust extended learning time opportunities. Instruction for students in grades K – 12 including special education follows a Balanced Literacy approach consisting of the following components: phonics (K-3), vocabulary/word study (4-12), independent reading, shared reading, guided reading, read aloud, shared writing, independent writing, and teacher/student conferences. Students in grades K – 8 will read independently from classroom libraries in our various literacy programs purchased through our partnership with Scholastic and Great Books. Site-based Reading Specialists will support teachers' efforts. The district will support the implementation of a school-wide reading program that includes a plan for using curriculum materials for the core and the intervention program and a series of assessments designed to monitor outcomes. Teachers in grades 6 through 8 are participating in a series of workshops around "text complexity."

iii. District Readiness For Change

There are distinct indicators of the District's readiness for change:

- After many years of presenting student achievement data in a quick one shot bite, the district made its student achievement data the centerpiece of the budget presentations to the community to underscore the urgency and the need for change now.
- As a result of a retirement incentive, 55 staff members will separate from the district, providing an opportunity for the district to recruit and hire staff committed to student success.
- After two and a half years without an Assistant Superintendent for Instructional Services, the district is poised to hire a leader for this position.
- The District is in the process of developing a side letter with the Mount Vernon Teachers' Association and the Mount Vernon Administrators Association to provide four operational autonomies to support the turnaround of AB Davis.
- The District is in the process of selecting a school principal with transformation capabilities for AB Davis.
- The district is prepared to provide planning time over the summer and beyond before the transformation event.
- The District has established 5 clear goals for initial improvements within a one year time frame.
- In short, "this is Mount Vernon's Sputnik moment!" (Superintendent Johnson)

B. Operational Autonomies

The district believes that if turnaround efforts are to usher in systemic reform in school governance; then failure of the district to plan for and support operational autonomies will jeopardize the restructuring efforts. Research from Public Impact (2003) suggests that denying autonomy and flexibility and providing inadequate resources to A B Davis Middle School will create a turnaround *school that is materially indistinguishable from the regular district school model*. The researchers also argue that providing a school with the opportunity to start fresh, creates the freedom to build culture, routines, and systems from the ground up and to develop from the start the kind of coherence that is a hallmark of effective schools.

Consequently, **the district will support increased autonomy for its priority school in 1) staffing; 2) school-based budgeting; and 3) use of time during and after school; and 4) educational partner selection in exchange for increased accountability, which will help to ensure successful student outcomes.** In February 2009, the Board of education adopted a Shared Decision Making Policy that allowed each building greater autonomy to make site based decisions in staffing and in selecting instructional program priorities in compliance with Commissioner's Regulations 100.11.

Operational autonomies proposed for A B Davis Middle School will differ from the regular district schools in that district schools are subject to the constraints of the negotiated agreements and operated through centralized budgeting, curriculum and after school programs. Increased autonomy for A B Davis in the four areas previously identified will be regulated through an approved board resolution and side letter agreement between the Mount Vernon Teachers' Association and the school district. A resolution putting forth the agreements is scheduled for board vote at the June 25th board meeting and is currently being developed by the district's legal counsel. Additionally, the district is in contract negotiations with the bargaining units and the waivers being sought under extended learning time is anticipated to be incorporated in next year's contracts.

Following is an outline of the specific agreements to be adopted to support flexibilities and operational autonomies upon which the resolution and side letter will be based:

Purpose of the Side Agreement and Board Resolution:

To accomplish the operational autonomies and flexibilities required to ensure the implementation of the Transformation Model at A B Davis Middle School is successful without making permanent modifications to the underlying collective bargaining agreement. The district asks the board of education to approve the following operational autonomies for Davis Middle School in each of the following areas.

Staffing

Under staffing, the district proposes to replace the current principal and provide increased levels of staff participation in the selection and hiring of a Turnaround Leader to replace the current principal. The turnaround leader must demonstrate the behavioral competencies of successful entrepreneurs, and change leaders- driving for results, solving problems, showing confidence, influencing others, thinking conceptually, leading teams, promoting cooperation, committing to the organization, and communicating a compelling vision. This Turnaround Leader must understand effective school practices and apply them to the students in the school as well as influence stakeholders to support change, including:

- Communicating current problems, why achievement levels are unacceptable
- Communicating a positive vision of future school success
- Silence naysayers quickly
- Identify and reward school staff members who contribute to transformation success through non-monetary incentives that is transparent and fair.
- Implement an expedited process for performance-based dismissals at A B Davis Middle School.
- Design models that extend learning time and create a community-oriented school to support student learning and teacher collaboration
- Identify and implement models that support family and community engagement
- Implement initial success with long term culture change.

In addition to staff participation in the hiring of a turnaround leader, the district agrees to facilitate the strategic placement of staff by assuring that no ineffective school staff members be transferred to A B Davis Middle School for the 2013-2014 SY.

School-based budgeting

The district will provide operating flexibility and sustained support so that A B Davis Middle School's transformation efforts will not be hampered by budgetary restrictions to the extent feasible. The district will intentionally align its resource allocation- funding, and human resources- with the school's instructional priorities based on an approved School Comprehensive Educational Plan and/or 3 Year Strategic Plan that clearly outlines staffing needs and materials and resources needed to support the school turnaround. This will include funding needed to support extended learning time; professional development; parent involvement and parent engagement and additional staff needed to implement smaller learning communities.

Use of Time During and After school

Researchers report that American students have the shortest school year among industrialized nations---approximately 180 days in contrast to 190 to 220 days in Western Europe and 260 days in Asian countries (Center for Innovation and Improvement 2010). Expanding learning outside of the traditional school day is essential in improving and accelerating student achievement at A B Davis Middle School. The district proposes to support expanded learning opportunities that will include a before school component that provided breakfast and academic assistance; a during school component consisting of extended class periods of seventy minutes to support student learning of the core academic content and teacher collaboration, as well as field trips, assemblies and advisories; an afterschool component in which students are provided with small group and one-on-one instruction and a summer component that addresses enrichment activities for accelerated students and tutorials for struggling learners as well as programs to support students social and emotional needs. The district will also commit to a Saturday Learning Academy of three additional instructional hours during the school year as well as a four week transition program for incoming grade seven students.

Educational Partner Selection

The district proposes to sign a 3 year performance contract for student achievement with an educational partner, Johns Hopkins University Talent Development /Whole School Reform Model

(WSR). The staff at A B Davis Middle School voted for the selection of the Educational Partner after researching nine other nationally ranked WSR models. The vote took place on May 15th 2013 and of the 68 staff members present, 64 voted in favor of Johns Hopkins as the educational partner to implement the Talent Development Whole School Reform Model. The school used a rigorous selection process that included an assessment of the model's track record for success, interviews with teachers from participating schools and a matching of the partner's program with the school needs.

Providing Accountability with Supports

While the district is prepared to provide flexibility and autonomy to ensure a successful transformation of the Davis Middle School, the district will hold the principal and the external partner accountable for results by regularly monitoring progress against defined benchmarks, goals, and timelines at the school level. The district's intention is that as Davis Middle School improves its performance, there will be an eventual reduction in the need for greater oversight.

The district will use an accountability process that is similar to the reporting design outlined in this RFP with the lead points of contact at the district who is responsible for oversight and support of the SIG in its Priority Schools. In this process the Turnaround Principal and key staff members along with the JHU facilitator will be required to participate in bi-monthly meetings with the members of the District's turnaround staff. During these meetings, the principal will be required to use leading and lagging indicators and other evaluation data to report on the quality and effect of the implementation of the turnaround efforts in Davis Middle School. In addition, the school and the external partner will be jointly responsible for submitting quarterly and annual reports on school progress that may include, but are not limited to the following:

- Meeting agreed upon performance criteria and acceptance of the consequences for failing to do so.
- Providing ongoing performance data, including both leading and lagging indicators of success and failure.
- Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).
- Providing consistent and intense support to teachers.
- Participating in data collection, evaluation, and reporting activities as specified by the district. Accountability indicators will include data such as number of discipline incidents, teacher attendance rates, student attendance rates, teacher attendance rates, APPR ratings, promotion and retention data and student achievement on state and district assessments, student, teacher and parent satisfaction survey data, course passing rates and state achievement data disaggregated by sub-groups..

The Superintendent will regularly communicate information about the improvement process and the SIG requirements to the local school board.

C. District Accountability and Support

Research on successful school restructuring speaks to accountability that is clear, frequently tracked, and publicly reported. If measurement systems are inadequate, improving them rather than failing to monitor is the solution for success (Center on Innovation and Improvement 2007). **This research is at the heart of the district's understanding and commitment to accountability and supports for school improvement at Davis Middle School.** The MVSD has the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority School in the implementation of its SIG plans. A fundamental element of an effective school system is the recognition that, as adults, we share a responsibility to ensure that all children receive a high-quality education. The students of Davis Middle School cannot by themselves hold adults accountable. They need a structure that acts on each student's behalf to create and sustain a culture of accountability. This structure will include clear procedures for fostering shared responsibility, assessing the effectiveness of the work of individuals and organizational units, and promoting change at all levels when evidence supports the need for action.

The District is in a stronger position to be able to effectively and efficiently coordinate school support for its chronically underperforming schools following its re-organization under the direction of the district's newly appointed Superintendent of Schools this summer. See attached Organization Chart in the appendix of the document. The District's changes in the leadership team have brought an experienced Superintendent of Schools with strong leadership skills to actualize the turnaround effort. In addition, the district has hired an experienced administrator to manage the Office of Data and Assessment. In addition, the District annually manages over \$17,000,000 in grant funds and effectively and efficiently coordinates the extra supports and services purchased through these funds to support its schools and its supplemental programs.

As noted in the District Overview section of this proposal, the district has created a Turnaround Office lead by the Assistant Superintendent for Accountability, Innovation and School Improvement. The District has established a School Turnaround Office by identifying and hiring a District Standards Administrator for School Turnaround responsible for providing direction and support to chronically underperforming schools and to ensure that the work of the various partners is aligned and fully coordinated. By establishing an office around turnaround and school improvement efforts, the Superintendent of Schools has set non-negotiable expectations and objectives for underperforming schools and redefined roles and responsibilities of key leadership staff to ensure frequent monitoring and reporting.

Additionally, because the district desires to break the cycle of "start and stop" initiatives and ensure that despite leadership changes, school improvement initiatives will continue, the approach to the plan design will include the creation of a District Accountability Team to monitor the turnaround work engaged by district and partners. The team will include the Assistant Superintendent for Accountability, the District Standards Administrator for Data and Assessment and the District Standards Administrator for School Turnaround and will

meet bi-monthly with the school Turnaround Team that is made up of the new principal, the Middle School Director for Curriculum, Instruction and Assessment, the JHU School Turnaround Facilitator, ELA and Math Coaches and the Instructional Specialist for Special Education to review turnaround plan development and implementation indicators and to ensure that nothing impedes the turnaround process. In addition, the District Accountability Team will align the work with the expectations set forth in the NYSED ESEA Flexibility Waiver so as to create a new, common, robust school and district review process that would compare a school's and district's practices to the optimal conditions of learning, as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. The plan will follow the NYSED format and protocols including the development of a calibration assurance process to ensure that there is a process in place for vetting all the recommendations and findings. Following are preliminary goals and actions around leading and lagging indicators that supports an accountability process:

Mount Vernon City School District Improvement and Turnaround 2013-2016

- Goal 1:** Increase student attendance rates to 95% or above over a three year period.
- Goal 2:** Reduce the number of short-term suspensions by 15% annually for three years.
- Goal 3:** Ensure an alignment of the taught and tested by providing students with a quarterly district assessment of learning encompassing NYSED Learning Standards and Common Core State Standards.
- Goal 4:** Increase the percentage of students achieving at/above Level III on state assessments in reading and math to 60% or above over a three year period.
- Goal 5:** Increase district leadership capacity in effectively utilizing the Annual Professional Performance Review (APPR) plan including observations, feedback and standards and data-based teacher improvement plans that improve teachers' capacity to improve student learning.

Suggested Accountability Model

Measureable Objectives	Implementation Steps	Periodic Evaluation	Persons Responsible	Timeline
Increase attendance rate to 95% or above.	Provide students with more social and emotional supports, including counseling; increase community involvement in school. Create and provide student and parent incentives.	Bi-Monthly	Turnaround principal with, District Accountability Team,	Years 1-3
Reduce the number of short-term suspensions by 15% annually for three years.	Utilize PBIS system or Rtl interventions to encourage positive behavior; provide professional development to teachers and staff to improve	Monthly	School staff, community supports,	Year 1-3

	classroom management strategies; provide more counseling to students; increase community involvement in school.			
Increase student proficiency on quarterly district assessments/benchmarks to ensure curriculum alignment	Monitor teacher lesson plans weekly to ensure curriculum alignment in all classrooms. Provide teachers with pacing guides or curriculum maps to guide lesson planning. Implement district common assessments/benchmarks in all tested areas.	Weekly; Quarterly	Principal, Assistant Principal, teachers Educational partners and District Accountability Team,	Years 1-3
Increase student value added growth levels	Student personal learning plans or personal education plans (PEPs) will be designed and monitored to ensure progress. Additional learning time will be provided after school. Formative assessments will be used to gauge student learning and track progress on a monthly basis. District benchmark test scores will be monitored on a quarterly basis. Professional development for teachers will be provided in areas such as effective teaching strategies, formative assessments, and effective use of data	Annually	Principal, Assistant Principal, teachers Educational partners and District Accountability Team,	Years 1-3

	<p>and technology. Teachers will also be given time during the school day to meet with instructional coaches and collaborate in professional learning communities (PLCs).</p>			
<p>Increase percent of grades 7-8 students at/above achievement Level III on state reading and math; and at 65% or above proficiency on Integrated Algebra I in a three year period.</p>	<p>Student personal learning plans will be designed and monitored to ensure progress. Reading levels will be monitored using Lexile levels.</p> <p>Additional learning time will be provided after school. Formative assessments will be used to gauge student learning and track progress on a monthly basis. District benchmark test scores will be monitored on a quarterly basis. Professional development for teachers will be provided in areas such as effective teaching strategies, formative assessments, and effective use of data and technology. Teachers will also be given time during the school day to meet with instructional coaches and collaborate in professional learning communities (PLCs). MCREL will lead activities around capacity building on Common Core implementation and embedding a system of data-driven instruction (DDI) / inquiry</p>	<p>Quarterly</p>	<p>Principal, Assistant Principal, teachers Educational partners and District Accountability Team,</p>	<p>Years 1-3</p>

Increase school leadership capacity to effectively utilize the Annual Professional Performance Review (APPR).	Bank Street College will utilize professional development/training and onsite coaching to build capacity within the district support systems and structures strand around leader and teacher effectiveness using the APPR tool. School administrators will conduct 10 classroom observations monthly that are calibrated with Bank Street College coaches.	Monthly	Principal, Assistant Principal, teachers Educational partners and District Accountability Team,	Years 1-3
Monitoring Plan	Davis Middle School will collect data on the measurable objectives described above. Interim data and formative assessment data will be collected and analyzed to monitor progress toward annual goals. The Annenberg Institute for School Reform (AISR), school improvement committee and the District Accountability Committee will review these performance indicators at their regular meetings. If outcomes are not in line with annual goals, the school improvement committee will consider modifying interventions and making adjustments in services.			

Long term goals

Davis Middle School

Annual Attendance Rate / Other Academic Indicator (OAI)

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
86%	91%	90%	91%	93%	95%

Grade 7

ELA - (Level 3 and 4)

2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16
27%	30%	40%	50%	60%	70%

Math - (Level 3 and 4)

2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16
25%	31%	41%	51%	61%	71%

Grade 8

ELA - (Level 3 and 4)

2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16
35%	27%	37%	47%	57%	67%

Math - (Level 3 and 4)

2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16
26%	21%	31%	41%	51%	61%

Grade 8

Science - (Level 3 and 4)

2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16
17%	29%	39%	49%	59%	69%

In sum, the school will be held accountable for ensuring the following quick wins:

Ensure that students are present to receive consistent instruction by:

- increasing the K-8 other academic indicator (OAI), attendance rates, to at least 95%; and
- decreasing student tardies by 20%.

Ensure that students receive consistent instruction by highly qualified teachers by:

- increasing teacher attendance rates by 20%.
- providing sufficient training and supports for substitute teachers to ensure continuity in student learning.

Ensure higher rates of proficiency in Integrated Algebra by:

- creating a bridge class or other supports for Integrated Algebra. Use a valued added success predictor scores to determine those students eligible and ready for Integrated Algebra.

Supports

The system to support underperforming schools like Davis Middle School will be based on several factors including, but not limited, to weekly site meetings with the School Improvement Team, bi-monthly accountability monitoring, frequent feedback on the school's leading and lagging indicators using an on-line tool, capacity building, flexibility and operational autonomies. The strategy is to ensure quick wins to celebrate and to begin the shift in culture and expectations.

The district will also support the turnaround of Davis Middle School through increased staffing levels of the teaching staff, the matching of new staff to meet building needs, to ensure that core teachers have no more than 100 students to ensure personalization and the teachers ability to monitor early warning signs of student academic and social distress. Currently, teachers carry an

average case load of 125 to 140 students. Thus supports for the plan begins with the hiring of additional teaching staff to implement the smaller learning communities that is the foundation of the Talent Development WSR selected to support the Transformation of A B Davis Middle School. In order to provide teams of no more than 100 students per teacher caseload, the district will need to hire 6 additional teachers, 3 ELA and 3 Math. Because there is strong research to support 75% of America's high school dropouts can be identified between sixth and ninth grades by the presence of one or more indicators: poor attendance, poor behavior, and course failure in English or math. The turnaround plan calls for smaller learning communities to ensure that no student falls through the crack.

In addition to supporting the school with increased staffing levels, the turnaround plan proposes the addition of five key staff positions: a Parent Liaison, a Middle School Director of Curriculum, a Literacy Coach, a Math Coach, and an Instructional Specialist for Special Education. If all students are to have access to appropriate support and services at appropriate times and intensities through a tiered student support system, then the school's organizational chart must reflect the staff needed to support the implementation of this system. Out of the 8 Focus Schools and one Priority School recently reviewed using NYSED's Diagnostic Tool for School and District Effectiveness, only one school had a tiered system of supports for students and it was not Davis Middle School.

Currently, the district does not have a parent liaison in any school and parent and family engagement activities usually falls to the principal and the reading specialists by default. This situation makes for days of unbearable discontinuity for the average principal who must spend many hours dealing with both routine and non-routine parent concerns because there is no mechanism for professionally screening and referring parents. Much of a principal's time is wasted on issues that could be resolved by a trained parent interventionist/liaison and sometimes the teacher observation process sometimes takes a backseat as reported by several principals. Parental involvement and family engagement are at the cent of the turnaround effort at Davis and the school needs a dedicated person to assume the professional responsibilities that is needed.

Another key support for the turnaround effort at AB Davis is the proposed hiring of a Middle School Director of Curriculum, Instruction and Assessment for the school. The autonomy and flexibility over curriculum decisions should reside at the school level for many reasons. The school must have the opportunity to function as a sort of district operated "charter school" and this position would provide someone capable of making on-site decisions about lesson designs, assessments pacing, and instructional strategies. Very often districts require principals to combine these responsibilities when they are ill-suited to do so. If the responsibilities of the turnaround principal are not defined and limited in scope, that leader may burn out or do an inadequate job. To ask a math or literacy coach to lead the instructional efforts in a school is also a common practice by principals with the net result being that the most important piece of the school improvement puzzle is distorted and misaligned. The Middle School Director of Curriculum, Instruction and Assessment will support the district's accountability efforts by being the go to person for data, assessments, tracking of meetings, minutes, agendas and the documentation of the partner activities. The inclusion of this new position does not mean that the principal's professional responsibilities are reduced; rather it means that he or she has a fighting chance to work on culture change, teacher evaluations and staff training.

Additional supports includes: funding for extended learning opportunities, and materials and resources to integrate technology in the classroom. Currently, there is one Smart Board in Davis Middle School. The district is installing an additional 15 smart boards and more will be purchased until the ratio of smart boards to teachers is one to one.

ii. and iii Cycle of Planning and Implementation Activities and Person Responsible for Delivery:

This section of the proposal draws upon the work of a Mass Insight publication (2010) on establishing benchmarks and metrics to assess school turnaround that was used in building the District's knowledge base around accountability and evaluation. The publication lays out the following key ideas and concepts:

Evaluation and accountability are critical to the success of school turnaround, both at the individual school level and at scale.

–Turnaround efforts are fast-paced, dramatic and challenging; constant monitoring ensures that efforts stay on track and produce results.

–Turnaround is a relatively new field with only early strategies for success; new intervention plans should be evaluated and the results disseminated to build a base of shared practices.

•Evaluation cannot simply happen at the end of an intervention; **it must be an ongoing process**, occurring throughout the turnaround effort.

•Leaders should **identify a manageable set of metrics** that can be tracked and analyzed, resisting the urge to track a comprehensive list that is overwhelming to collect and use.

–Turnaround efforts must be tracked at the school, district, and state level.

–When selecting metrics, leaders should leverage and align metrics with current data reporting requirements.

•Among these metrics, it is critical to **track both leading and lagging indicators** of growth and improvement.

–Leading indicators should correlate with specific lagging indicators; this will allow leaders to make mid-course corrections and predict long-term results.

–Both types of indicators must also be linked to the specific goals of the turnaround and strategy for change.

•When setting goals, leaders must **balance the need to be ambitious with the realistic challenges** of turnaround.

•**Evaluation is futile if it is not tied to action**; schools, districts, and states should develop protocols to track, analyze, and act upon data. These protocols should **establish ownership and accountability for each metric**.

•Implementing an effective evaluation involves a **cyclical process of identifying, collecting, and utilizing data**.

The cycle of planning and implementing to support these actions includes the following steps:

Pre- Cycle Action: Create Formalized Team Structure

The cycle begins with the Superintendent's formal creation the Davis Transformation Project Team through a board resolution which includes: Assistant Superintendent for School Turnaround; District Turnaround Specialist; Talent Development School Transformation Facilitator; TDS Field Manager; new turnaround principal; Davis Building Representatives selected by the Mt. Vernon Teachers Association; and two parent representatives. The Project Team will identify the essential principles needed to build common agreements based on the priorities and expectations for the turnaround of Davis Middle School; **Person Responsible: Superintendent (June 2013- July 2013)**

Conduct Needs Assessment and Establishing desired goals or outcomes

Project Team will begin by identifying the ultimate goals of the turnaround effort, then move backwards along the logic model to identify outcomes and the required activities needed to achieve them through a comprehensive needs assessment process. Project Team will identify 5-10 goals based on prioritized school needs, measure the leading and lagging indicators or progress toward each goal and create growth targets for each metric. **Person Responsible: Principal (July 2012-August 2013)**

Set Benchmarks for Each Indicator

Project team will set Benchmarks for each indicator to serve to motivate staff to achieve those goals; and to promote accountability. **The team will identify what evidence/data to collect and the frequency for analyzing the data. Persons Responsible: District Turnaround Office, Principal and TD Facilitator (July 2012-August 2013)**

Create District's Accountability and Monitoring Plan

Concurrent with all the actions in the cycle, the District Office of School Turnaround will create and disseminate the District's Accountability and Monitoring Plan for Davis Middle School with input from the Project Team who helps establish dates for school-wide observations; review of marking period and attendance data, etc. **Person responsible: Assistant Superintendent for School Turnaround (August 2013)**

Create School Teacher Competency Matrix

Principal and Lead Partner(s) assess teacher learning needs with respect to instructional pedagogy and content knowledge to understand what professional learning is necessary to improve outcomes for students. Principal creates a School-wide Teacher Competency Matrix Skills Chart to help map professional development. **Person Responsible: Principal (August 2013)**

Provide Job-Embedded Professional Development

Turnaround Office and Lead Partners provide just in time, job-embedded professional development for teachers to acquire the specific approaches needed to deliver effective intensive intervention based on data from interim assessments **Person Responsible: Lead Partner (September 2013- June 2014).**

Conduct Bi-Monthly Data Analysis and Performance Management Meetings using a data analysis protocol

Project Team conducts bi-monthly data analysis meetings facilitated by District Turnaround Office staff using an agreed upon data protocol. Mass Insight states that a data protocol is an established process or tool used to facilitate collaboration, inquiry, conversation, and decision-making based on data. Using a systematic approach, stakeholders look at data, discuss trends, identify problems, discuss the causes, craft interventions, develop goals, and track results. **Person responsible: Assistant Superintendent for Turnaround.**

Take Action

The final step in the cycle is to take action. That action may be strategy correction, providing additional resources and support to removing responsible parties. **Persons responsible: Superintendent and Assistant Superintendent for Turnaround.**

D. Teacher Leader Pipeline

Recruitment goals and strategies for high poverty and high minority schools

MVSD has a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, MVSD has a coherent set of goals and actions that if implemented will lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The District, with the assistance of its partner, Bank Street and under the leadership of a recently hired Assistant Superintendent for Human Resources, has begun the development of a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that will afford schools the ability to ensure success by addressing the needs of their community. The district is forging partnerships with Manhattanville College; SUNY Purchase and Mercy College and while the partnership is in the early stages, it provides the forum to address the need for the kind of teaching candidates that MVSD will hire. The district is developing a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community. The District has begun work with its partner, Bank Street to develop a continuum of expectations, a continuum of professional practice, a continuum of distributed leadership and a continuum of support to ensure schools have equal access to high quality teachers. That work will be completed in Year 2 of the implementation of the District's Systemic Supports Grant. Additionally, because the district hiring practices could be subject to nepotism and other unwholesome influences, the Superintendent of Schools has reorganized the hiring practices by establishing the procedures for the Compact Committees and the Search Committees (See attachment in Appendix)..

The district has begun work on developing a Mount Vernon Teacher Profile to share with IHE's to ensure that the student teachers coming into our districts understand how the district defines teacher readiness for the challenge of teaching in MVSD. Following is an excerpt of the profile;

What MVCSD Teachers Should Know and Be Able to Do

MVCSD Teachers:

1. Support the District Goals and the Superintendent's Initiatives
2. Implement and adhere to the District curricula
3. Contribute to a positive and effective school climate that supports academic achievement and the needs of the whole child
4. Model and exemplify high levels of professionalism in deportment, disposition, and presence
5. Develop a positive rapport with students
6. Communicate effectively to engage and motivate all students
7. Hold high expectations for all students
8. Help to shape the future interests and successes of students
9. Focus on what and how students learn
10. Address the learning needs of all students
11. Affirm the diversity of all students
12. Support the school District's initiative to bridge the gap between home and school by persistently involving and communicating with parents

13. Value and utilize cooperative and collaborative instructional planning, assessment design, and professional learning
14. Plan and deliver rigorous creative instruction that is interdisciplinary in scope and based on best practices
15. Analyze student work and achievement data in order to plan instruction and design assessments
16. Utilize existing District technology
17. Integrate technology into their teaching strategies
18. Integrate literacy into their teaching strategies and across all content areas
19. Engage in non-traditional teaching opportunities
20. Actively participate and implement all professional development initiatives
21. Incorporate reflective practice by tracking professional growth
22. Meet with success the newly determined evaluation criteria
23. Uphold the New York State Teaching Standards
24. Maintain appropriate certification

During the District's recent NYSED-led Integrated Intervention Diagnostic Review, the district identified the need to implement the following processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change. Following are the goals resulting from the DTSDE Review and District Self-Assessment:

1. MVCSD will continue to use the results of teacher and principal evaluations, the Teacher Improvement Plan procedure, and the Principal Improvement Plan procedure to inform decisions regarding relevant coaching, induction support, and/or professional development needs; continuation or termination; and opportunities for advancement, recognition, and additional responsibilities.
2. MVCSD is in the process of developing an action plan that identifies structures and strategies that include partnerships with colleges, institutions and other agencies that lead to highly effective personnel in all schools in collaboration with its partner, Bank Street College.
3. MVCSD provides monthly meetings to new teachers hired in the district 2012-2013. These meetings will offer new teachers and their trained mentors the opportunity to discuss daily routines, district policies, as well as share best practices relevant to the certification area of participants.
4. MVCSD has identified a cadre of 22 teacher leaders (instructional coaches) to provide leadership and support to teachers to improve their instructional practices as measured by the APPR;
5. MVCSD has created partnerships with McREL, Bank-street and Annenberg Institute for school reform(AISR) to improve school instructional leadership and district capacity;
6. MVSD has Implemented My Learning Plan to track professional development activities;
7. MVCSD will ensure strategic re-assignment of effective administrators and teachers into high need schools;

8. MVCSD is in the process of establishing a Leadership Development Plan so that junior leaders and staff members will be prepared to replace senior leaders when positions become available;

District processes for altering hiring procedures and budget timelines

The District has begun the work of establishing hiring practices and budget timelines because some of the prior policies were inconsistent and led to situations where classrooms were not covered with a permanent teacher at the start of the school year. Nevertheless, under the side letter process, the district can and does alter hiring procedures and budget timelines. Included as an attachment to this proposal is the district's revised recruitment and hiring procedures. The district recently reviewed documents and policies around the Statement of Practice - *The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success-* during the recent NYSED review and gave itself a HEDI rating of Effective. Following are some of the specific actions that led to this rating;

1. The District continues to ensure that district resources are allocated to meet district priorities and needs keeping student achievement at the center.
2. The District is beginning to build and nurture a culture in which achievement standards are measured for all areas of the district operations –not just academic performance-
3. The district plans to develop a three year financial plan assuming flat/limited state aid increases, current wage/benefit increases and other trend analysis and assumptions to fund and support initiatives
4. The district has established a Staffing Allocation Committee consisting of human resource members, district administration, and school administrators to identify staff needed by March of each school year based on retirement and reduction of staff.
5. The District has conducted a performance audit on the cost of services to students with disabilities (SWD), limited English proficient (LEP) and general education program to ensure that programs operate in a cost efficient manner.
6. The District continues to conduct annual administrative staffing comparisons and adjust staffing on the basis of comparisons, goals and objectives to control administrative costs and reallocate savings to the instructional program.
7. The District continues to conduct in depth expenditure analyses and comparisons by object code and functional activity to capture and compare allocation of resources to prior years and similar districts to identify opportunities for cost shifting and cost savings.

District-wide training programs designed to build the capacity of leaders

MVSD currently offers district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools through its systemic supports partners and these programs are aligned to the specific implementation of the Transformation model. The programs offered are geared to building the leader's capacity to implement the CCSS in Math and ELA; building and using data inquiry teams and conducting low inference observations. The district has set the following targets for its leadership training programs as outlined in the District Comprehensive Improve Plan;

- Educational leaders in the Mount Vernon City School District will develop a common understanding of highly effective teaching and instructional practices which will inform belief systems about teaching, learning and assessing as evidenced by **80%** inter-rater reliability on the Danielson Rubric;
- Educational leaders in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process in their respective building as measured by no less than **75 %** of principals receiving an effective or highly effective rating on the Multidimensional Rubric and the approved Principal APPR Plan.
- By the end of 2013 SY, administrators will receive no less than 40 hours of targeted professional development opportunities aimed at building capacity to support the implementation of Common Core State standards, literacy development and data analysis as evidenced by agendas, sign-in sheets, and workshop feedback forms.

To this end, MVSD offered an eight session Leadership Seminar on Conducting Low Inference Teacher Evaluations; Providing Appropriate Coaching and Feedback; and Teaching for Impact to its principals and administrators. Workshops were conducted by Bank Street College. Additionally, MCREL provided 9 sessions on the Common Core Learning Standards and Data Driven Inquiry. In sum, the following were the specific outcomes of the leaders:

1. The MVCSD provided building leadership training on how to align instruction to standards and performance indicators during scheduled district wide meetings led by Curriculum and Instruction
2. The MVCSD assisted site administrators in planning of effective staff meetings which focus on: *reviewing timelines and benchmarks for students to meet academic goals; Reviewing quarterly assessments and performance indicators; Evaluating the effectiveness of programs, interventions and instructional strategies*
3. The MVCSD developed a common understanding of what quality instruction is (especially math and literacy), and be able to use data (formal and classroom-based) to inform planning.
4. The MVCSD provided consultants to coach and/or assist in developing action steps for individual Principals in underperforming schools
5. The MVCSD conducted formal observations of classrooms through the APPR Rubric to collect evidence on changes in instructional practices

District-wide training programs designed to build the capacity of teachers

MVSD currently offers district-wide training programs designed to build the capacity of teachers to be successful in leading dramatic change in low-achieving schools through its systemic supports partners and these programs are aligned to the specific implementation of the Transformation model. The programs offered are geared to building the teachers' capacity to implement the six instructional shifts of the CCSS for Math and ELA; use of data inquiry teams. Training is offered by Lead Teachers, Coaches, BOCES Consultants, MCREL ,etc. Following are the goals for teacher professional development:

- Teachers in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process within their respective content area as evidenced

by a **20%** increase in teachers earning an effective or highly effective rating on the Danielson Revised rubric and the approved Teacher APPR Plan.

- By the end of 2013 SY, teachers will receive no less than 40 hours of targeted professional development opportunities for the purpose of implementing the CCSS, district's literacy initiative and data analysis as evidenced by agendas, sign-in sheets and workshop feedback forms.
- By the end of 2013 SY, teachers will receive no less than 20 hours of targeted school based professional development opportunities for the purpose of building teacher capacity in the use of data-driven instructional practices as evidenced by agendas, minutes, feedback sheets and monthly reports.

The District can document the following results/impact from the current year's professional development program:

1. The MVCSD provided targeted training for teachers on effective assessment practices, data collection and analysis, and data-informed instruction and decision making and monitor the implementation of the training through surveys, feedback sheets and classroom visits
2. The MVCSD ensured teachers are trained to conduct analysis based on available data from interim and common assessments to evaluate where students are currently performing relative to the Common Core State Standards. Monitor implementation by conducting surveys, observation of DDI teams and principal's monthly reports
3. The MVCSD provided training and support for implementation of NYS P-12 Common Core Learning Standards for ELA/Literacy and Mathematics and monitor implementation through periodic walkthroughs, assessment reviews and surveys
4. The MVCSD ensured the creation of the school's literacy team to support the implementation of the district's literacy initiative
5. The MVCSD has increased the explicit teaching and frequency of use of research-based reading comprehension strategies across all content-areas and monitor implementation through periodic walkthroughs, assessment reviews and surveys and SLO results where applicable
6. The MVCSD has increased the explicit teaching of reading and writing across all content areas and monitor implementation through periodic walkthroughs, assessment reviews and surveys and SLO results where applicable
7. The MVCSD communicates district and school-wide policies and expectations for literacy instruction in all content areas and monitor implementation through periodic walkthroughs, assessment reviews and surveys and SLO results where applicable
8. The MVCSD has established an expectation for differentiated instruction once basic literacy instruction is embedded in the school and monitor through walkthroughs;

E. External Partner Recruitment, Screening, and Matching

Process and formal LEA mechanisms for identifying, screening, selecting, matching

The district has a process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools and this process will be matched against the research based process identified by the Center for Innovation and Improvement.

Research based Process	District's Process
Identify unambiguous reasons for hiring an external partner and engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair. Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals;	Over the course of 3 faculty meetings conducted with the entire Davis staff the superintendent made clear the reason for seeking an external partner to guide the turnaround efforts at A B Davis and how the process would unfold. The articulation of specific goals for the relationship and the criteria for selection followed the USDE nine criteria for WSR models
	There was an information gathering phase which was open and inclusive to all teachers who formed small groups of nine members who were tasked with researching the models best suited to meet the needs of the school.
Create conditions to attract multiple high quality external partners (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes);	The process did not allow for this as the district had not allocated funds for partnerships from its own reserves and was seeking grant funding. Nevertheless, prospective partners were contacted and interviewed by teacher groups based on a list that was screened by a Clearinghouse.
Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner);	Team members conducted research, made site visits and provided presentations to the rest of the faculty. There were nine presentations made during the January 10, 2013 faculty meeting. The top 3 models as selected by the committees were Comer's School Development Program; Johns Hopkins Talent Development and Paideia
	The District met with teacher teams over several sessions and proposed putting the partner selection to a vote to be conducted by the Building Representative. The teacher vote was conducted on May 15 th 2013 and the result was that 64 teachers voted in favor of Talent Development and 4 did not.

Processes for procurement and budget timeline

The District follows Municipal Procurement Law to hire vendors and consultants. The hiring is usually done through an RFP process that is vetted by the district's purchasing agent. In the case of hiring an external partner for turnaround, the traditional RFP which identifies contractors based on their ability to carry out certain scope of work undercuts the teacher involvement component. The district had to alter the process to ensure that teacher research and interviews were conducted prior to the selection. The district selection of Johns Hopkins Talent Development as the external partner was done after the teachers' research matched the partner's reform model to the needs of the school. There was voting by closed ballot on May 15th at Davis Middle School and of the 68 teachers who voted, 64 voted in favor of the JHS Talent Development Model. The Talent Development Model is built around the following four pillars that are research-based:

- Teacher teams and smaller learning communities
- Curriculum and Instruction support with professional development
- Tiered student supports
- Can-do culture and climate

Each of these four components can address the problems surfaced in the needs assessment of the school and JHU is eager to start the journey of transformation with the district. The district will enter into a contract with JHU in the amount of \$25,000 that will be offered for board vote on June 19th to provide a Talent Development Awareness workshop for all staff on June 24th and June 25th. The outcomes are meant to ensure all staff is fully equipped to support and facilitate transformation activities at Davis Middle School. The contract will be funded by SIGA funds from the Office of Title 1. If the district's proposal for the Transformation of Davis Middle School is funded through the SIG RFP, the budget timelines of the grant are limited to payment of the external partner at the end of three month intervals and these timelines are consistent to the intervals for partner evaluation by the principal and the Office of School Turnaround Accountability Team. This is done intentionally to ensure that the deliverables are being met. In the first place, the district and the school principal will be looking for early signs of success and evidence of partner effectiveness through the following leading and lagging indicators:

- Teacher and leader effectiveness
- School culture
- Adherence to the terms and conditions of the contract
- Student attendance
- Student academic outcomes
- School Comprehensive Education Plan/ Strategic Planning
- Implementation of Team Structure and Smaller Learning Communities
- Implementation of a system of Tiered Student Supports
- Implementation of Parent Engagement/Family Involvement

The 3 month budget timeline will coincide with the plan for monitoring of the work of the external partner which will yield a report that will be shared with the school and the community. An annual performance report that summarizes work of the external in meeting the benchmarks set for the turnaround activities will be provided to NYSED.

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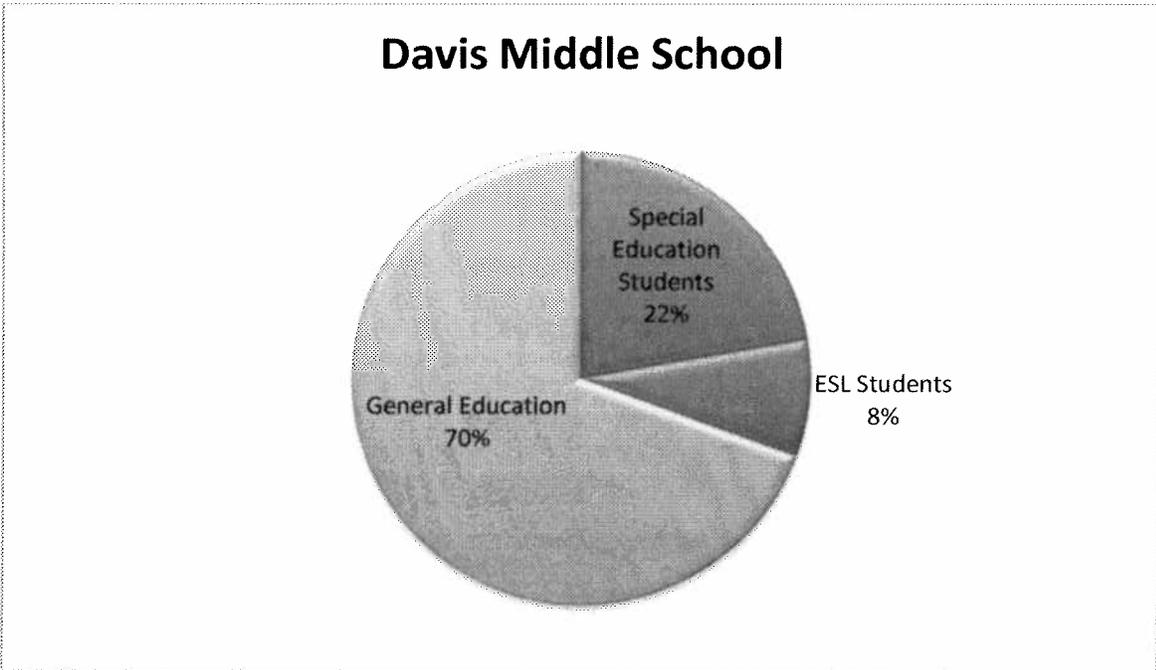
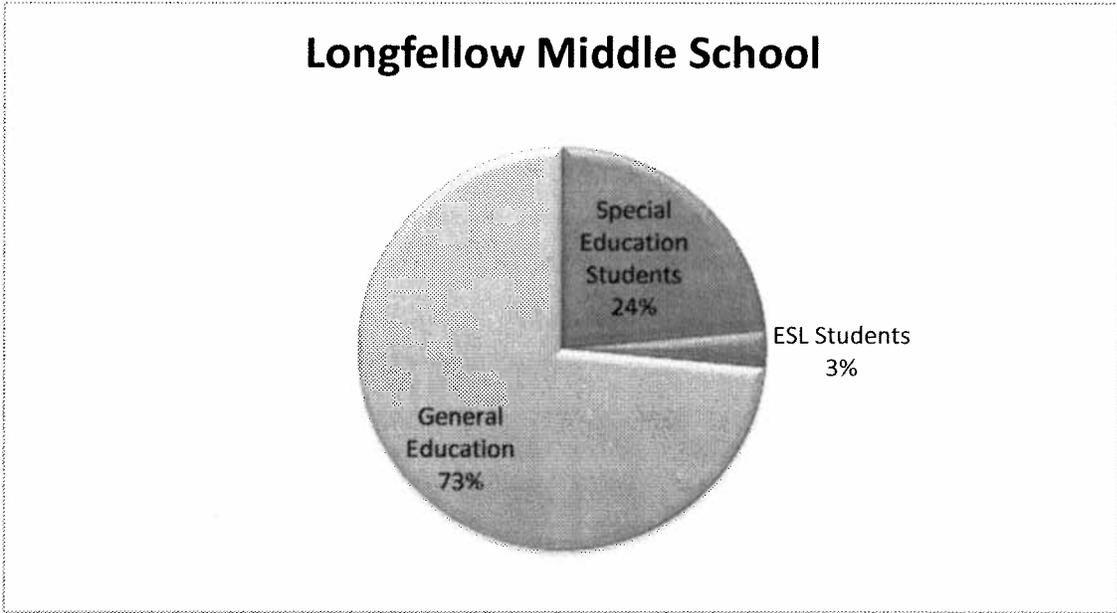
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- Teacher and leader effectiveness
- School culture
- Adherence to the terms and conditions of the contract
- Student attendance
- Student academic outcomes
- School Comprehensive Education Plan/ Strategic Planning
- Implementation of Team Structure and Smaller Learning Communities
- Implementation of a system of Tiered Student Supports
- Implementation of Parent Engagement/Family Involvement

The 3 month budget timeline will coincide with the plan for monitoring of the work of the external partner which will yield a report that will be shared with the school and the community. An annual performance report that summarizes work of the external in meeting the benchmarks set for the turnaround activities will be provided to NYSED.

F. Enrollment and Retention Policies, Practices, and Strategies

Pursuant to policy established by the board of education in 1964, the opportunity is provided to all children to be enrolled at schools to reduce racial and wealth imbalances. The open enrollment program uses all available seats in district schools to reduce racial imbalance. The district’s enrollment procedures for SWD’s, ELL’s and underperforming students are governed by location of student services and zoning patterns. **Decisions to attend one of the district’s two middle schools is based on a lottery process.** The data on the performance and enrollment of SWD’s and ELL’s are remarkable similar as the following charts indicate.



Secondary schools in the district are not zoned. Students with disabilities and ESL students are placed in schools where they can receive their mandated services. Both middle schools are able to provide the same services for SWD's and ESL students. Because of its size, Davis Middle School houses the Life Skills Program for our severely disabled students. The attached chart demonstrates that the low achievement performance of students is not unique to Davis Middle School. Both schools average 70% non-proficient students in ELA and Longfellow Middle School has a slightly higher performance in Mathematics.

Grade		ELA Non-Proficient %Average	Math Non-Proficient % Average	Non-Proficient Combined of ELA and Math	Designations
7-8	Davis MS	71.4	73.85	72.6	Priority
7-8	Longfellow MS	70.45	58.55	64.5	Focus

ii and iii: The district developed a new promotion and retention policy in 2009 and based promotion from one grade level to the next on satisfactory achievement as indicated by grades, results of nationally normed test and state and local assessments. The concept of grade placement in the district is based on the premise that each school will be held accountable for providing a continuum of interconnected intervention services for preventing academic failure.

The District is currently focused on reorganizing the schools and will put out an RFP for a feasibility study on appropriate models. The community has asked for the development of K-8 schools to prevent “bright flight” at the end of the sixth grade. The district has made a commitment to keeping the enrollment for Davis Middle School at in 720 students instead of the 780 students currently enrolled through increasing the number of grade 7 students attending Longfellow Middle School. Currently, the enrollment of seventh grade students in Longfellow Middle School is capped at 160 students to accommodate a grade 9 class. In 2013-2014, the grade 9 class will be removed thus allowing Davis to enroll fewer grade 7 students. Currently, the grade seven class in AB Davis is approximately 347 students.

G. District-level Labor and Management Consultation and Collaboration

The District has fully and transparently consulted and collaborated with recognized district leaders of the principals' and teachers' labor unions about district Priority School and the development and implementation of the plan proposed in this application. The evidence of consultation and collaboration provided an ample number of open and transparent public faculty meetings for the Davis Middle School staff to clearly understand the ramifications of the four turnaround models and the district's intent to use the Transformation Model with the implementation of a Whole School Reform design. The meetings were held on November 14th 2012, December 13th 2012, January 16th 2013, February 6th 2013, April 24th 2013, and May 15th 2013. In addition, a core committee of 10 members from stakeholder groups at AB Davis formed a School Improvement Steering Committee and met from 3: 15pm to 5:15 pm on 5/13,5/22,5/23, and 6/3 to collaborate on the plan proposed for this RFP. In addition, there were meetings with the Davis PTSA on 5/28 and 6/4.

At the school level staff formed groups to conduct research on 9 WSR models that had the potential to transform Davis Middle School. The teachers were given a protocol to ensure that the model selected matched the needs of Davis students. On May 15th , the teachers selected the model by a closed ballot process and the JH Talent Development model was selected by a 95% approval.

The operational autonomies were negotiated with the Mount Vernon Teachers Association and included a waiver prohibiting the arbitrary transfer of staff to Davis Middle School. The district held meetings with the bargaining units to discuss how to best work within the constraints of the current negotiated agreement and to begin conversations regarding the options for middle school student and teacher schedules. The entire text of the proposal was shared with the president of the Mount Vernon Federation of Teachers as well as the president of the Administrator's union. The president of the Mount Vernon Teachers' Association signed the collaboration form. The president of the Mount Vernon Administrators' Association did not come to sign off on the proposal at the time appointed. A concern was expressed by that bargaining unit that the removal of the principal sanctioned under the Transformation Model was a significant factor in their refusal to participate.

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II. School-level Plan: Transformation

A. School Overview

(i.) A B Davis Middle School and to a lesser degree, Longfellow Middle School, as they currently operate represent the failure of the two schools to serve the needs of the parents and community of Mount Vernon. Parents despair when their students complete the sixth grade and must transition to the middle school program. If they are solidly middle class and can afford the tuition, they send their children to parochial schools. However, the majority with a touch of resignation send their precious children to the district's middle schools. Many parent groups have lobbied the Board of Education to implement a K-8 model in several of the schools in good standing. The district has done a feasibility study of the cost of transforming two K-6 schools into two K-8 and the cost was \$1.3 million dollars to serve 112 students. What about the other 640 students who must enter Davis Middle School or Longfellow Middle School in grade seven?

The Mount Vernon City School District proposes to implement the Transformation model at A.B. Davis Middle School in partnership with Talent Development Secondary, a school reform organization based at the Johns Hopkins University School of Education. The vision is to provide a viable option for students transitioning into the middle school that would ensure their educational futures. Given the fact that over the past seven years A B Davis Middle Schools sent approximately 62% of its grade 8 students onto Mount Vernon High School and Thornton High performing at Level One and Level Two in ELA and Mathematics, something radically different must be done if the district is to graduate students who are college and career ready. Moreover, there is eroding public confidence in the district and school's ability to provide a rigorous education for middle school students that must be addressed. The mission is simple: All teachers, administrators, students, parents and community supports must commit to the success of the turnaround of AB Davis Middle School.

The goals of the proposed Transformation Model are:

- To build the capacity of Davis Middle School's instructional staff to deliver to all students a challenging, rigorous ***instructional program*** based on Common Core Standards that embed high levels of critical thinking skills through focused professional development and coaching as measured by an annual 15% increase in the number of students meeting the proficiency standards on the NYSED ELA and Math assessments over the next 3 years .
- To create a ***whole-school climate and culture*** of high expectations in a safe and secure learning environment through the creation of small learning communities and the use of tiered interventions as measured by an annual 20% reduction in incidences of disruptive behavior over the next 3 years.
- To ***build the capacity of teachers and school administrators to use data*** to provide engaging standard-based instruction to all students, as well as to identify students in need of additional academic, behavioral, or social-emotional supports as measured by a 30%

increase in the number of students showing growth over time on the results of approved SLO's.

(ii) Key Design Elements, Strategies and Partnerships to Meet Goals

AB Davis Middle School will realize its vision of a transformed school through the following design elements, core strategies, and key partnership organizations:

The school and district leadership will engage all stakeholders in the mission to meet the student achievement goals. In partnership with the Johns Hopkins, Talent Development Whole School Reform Model, and NNPS/Johns Hopkins University, administrators, teachers, parents and students will reorganize the school structure in ways that

- promote strong relationships for students and adults through smaller learning communities
- implement innovative, evidence-based curricula and instructional strategies; and
- build professional communities that support distributed leadership, shared decision making, and increased capacity for continual improvement.
- Improve parent and family engagement

There is reliable evidence to demonstrate that schools that implement the Talent Development organizational and instructional reforms with fidelity see increases in student attendance, decreases in suspensions and student discipline concerns, improved course passing and promotion rates, and increased scores on student achievement tests. Talent Development helps schools achieve these results using research-based strategies along with increased resource personnel, including an on-site School Transformation Facilitator and math and ELA coaches, as well as technical assistance from regionally based instructional facilitators in math, ELA, and school and student support services.

Research and experience show that rapid changes, the kind that turn around schools, are possible when the conditions are right, when a school has strategic *staffing*, supportive *scheduling*, on-target *professional development* for teachers and administrators, engaging *curriculum* that holds all students to high standards, *student supports* at the right scale and intensity and a *strong partner* who can help create these conditions. To adequately identify the needs of a redesign school and position its services and support to effectively address those needs, Talent Development will conduct an *initial analysis of school need*, following up on the current district analysis of systemic needs and concerns. Careful analysis of student outcome data and school and community resources, in addition to focus groups conducted with all major stakeholders, will allow TD facilitators, in collaboration with school and district leadership, to fully adapt the model to Davis Middle School's specific needs and to cultivate staff and community support for the school transformation plan.

In the school transformation plan, AB Davis Middle School will be reorganized into small learning communities. Each interdisciplinary team of four teachers (ELA, math, US history, and science) will share responsibility for four classes (about 90-100 students). The smaller learning

communities will help teachers build strong relationships with students and personalize the school environment. The school schedule will be modified to enable teacher teams to meet daily for common planning time, and weekly or biweekly to examine student data in attendance, behavior, and academic performance, and to determine how to help students who are having difficulties academically or personally. The Talent Development Launch Manager, School Transformation Facilitator (STF) and instructional facilitators will help build the staff teams' capacity to engage in distributed leadership and collective decision-making, and to develop and use Early Warning Indicator (EWI) systems that allow school administrators, teachers, and support staff to regularly collect, analyze, and act on student outcome data.

In addition to these organizational reforms, Talent Development provides significant curricular and instructional support, closely aligned with pedagogical shifts required by the Common Core State Standard and designed to close the achievement gap and accelerate learning for struggling students. In particular, AB Davis Middle School will implement Talent Development's specially designed life- and study-skills curriculum, *Mastering the Middle Grades*, which will be taught once a week in social studies classes for both 7th and 8th graders, and will use Talent Development's Student Team Literature in ELA classes. All classes will be taught in extended learning periods. These curricular reforms will be paired with high-impact instructional strategies in all courses. Talent Development instructional coaches provide extensive professional development to enable teachers to use extended learning periods effectively and provide differentiated instruction employing teacher modeling, cooperative learning groups, hands-on learning activities, and scaffolded instruction that creates a culture of learning in which students are active participants. Davis will also add two extra-help labs, the Savvy Readers' Lab and CATAMA (Computer- and Teacher-Assisted Math Acceleration) Lab, for students who are two or more years behind grade level in these subjects.

Davis will continue to promote a school climate that places a high value on students' talents and ability to learn, academic achievement, and strong relationships among students, adults, and staff. The TDS program creates a "can-do culture and climate" for student support and academic achievement through a system of tiered interventions. At the **whole-school level**, the distributed leadership model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. The use of cooperative learning strategies in the classroom encourages students to build relationships and social and leadership skills that foster a sense of responsibility and ownership for a positive school climate. Research-based whole-school attendance and positive behavior programs are designed to reduce the number of students needing attendance and behavior interventions. School climate celebrations and interventions will include quarterly Report Card Conferences and monthly and quarterly student recognition programs. Teachers will also work together to create and follow a consistent set of policies regarding academic responsibilities and behavior for all classes. Teacher teams use EWI data to identify students needing **targeted interventions** to help them address academic and behavioral-emotional concerns. Such interventions might include special-help labs and tutoring, a reflection room, or a grief support group. Finally, for students whose

needs require *intensive interventions*, teacher teams work with the school social worker to identify resources both inside and outside the school building to provide the needed supports.

School-family-community partnerships are particularly essential in school transformation because these components are all factors in a student's development that can potentially pull together in a mutually positive direction. Davis Middle School has worked hard to build a climate of trust with parents and community members, and it will continue to build on this strength as it moves into its school transformation plan. During the planning process, community members can help the school make connections with agencies that can support student success, and help determine an effective communication plan that reaches a variety of stakeholders.

The Talent Development School Transformation Facilitator (STF) will work closely with the school social worker and Parent Resource Center to enhance family outreach. In addition, Davis will participate in the National Network of Partnership Schools, a program developed and extensively tested at Johns Hopkins University that brings together schools, districts, and states committed to developing and maintaining comprehensive programs of school-family-community partnerships using a framework of six types of involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision-making, and Community Collaboration).

In addition, the district has negotiated a side letter with the Mount Vernon Teacher Association to accomplish the operational autonomies and flexibilities required to make the implementation of the Johns Hopkins Talent Development Model at A B Davis Middle School successful without making permanent modifications to the underlying collective bargaining agreement. The District and the MVTA recognize the need of the District to take meaningful steps to increase the academic performance of students at A B Davis Middle School. The implementation of the Talent Development Comprehensive Reform Model is directed at increasing student achievement levels and requires both parties to be flexible in applying policies, rules and regulations of the District and provisions of the MVTA Collective Bargaining Agreement. To this end, both Parties have agreed to the following operational autonomies around (a) staffing (b) school based budgeting (c) educational partner selection and, (d) use of time during and after school.

D. School Leadership

Under the seven turnaround principles established by the USDOE, districts are required to **provide strong leadership by:** (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership; or demonstrating to the SEA that the current principal has a track record in improving achievement and had the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. To this end, a key driver in extending operational autonomy would be the selection of a strong leader who embodies the following desired characteristics recommended by the lead partner as well as the characteristics of the instructional staff:

Desired Characteristics of Johns Hopkins Talent Development Schools (TDS)

Principals

Principals in TDS schools exhibit several successful qualities. First and most importantly, successful TDS principals have a vision and belief that all students can succeed, communicate that vision to teachers, and model their high expectations in daily interactions with parents, students, staff and community. A TDS principal must demonstrate a passion for serving as an active participant in the life of the school. We advise TDS schools to seek principals who have a track record of being both involved and visible in their schools. At the same time, TDS principals must be skilled in empowering staff to analyze data and use it to drive instruction, encourage staff to work together as problem solvers and critical thinkers, and plan for long-term solutions and continuous improvement.

The school leader must have an ability to design, maintain and manage systems, and ensure that the TDS model serves as both the foundation and the core school improvement strategy that drives the work of faculty and staff within the building. Communications skills are key for a successful TDS principal. Not only must the principal be a good interpersonal communicator with an ability to build relationships with every student and staff member, but he or she must have the skills and drive to sell and build the brand of the school and tell the school's stories.

TDS principals also recognize the importance of developing the school culture and welcoming, embracing, and developing community relationships and partnerships. This includes an ability to recruit and retain students. The principal must be passionate about educating the whole child, including providing exposure and opportunities to explore the arts, the broader community, and service opportunities.

The principal must have a demonstrated ability to recruit, inspire, and retain a highly dedicated and qualified teaching staff. He or she must be a leader who people follow,

while also a collaborator who welcomes the input of others and empowers the leadership team, so teachers become leaders over time.

In order to turnaround the Davis Middle School, the district will reassign the current principal who is a tenured employee by July 1 2013 to another position in the district and hire a turnaround project director/principal by May 1st 2013 to lead the pre-implementation team in setting up for the launch of the WSR model. The district will ensure that the new project director/principal will have an office and clerical support while the current principal is finishing out the final month as principal of the school. The district is sensitive to the awkwardness of the situation and has provided a retirement incentive for administrators to enable the current principal to transition out of the position with some dignity. Additionally, the (3) current Assistant Principals will be encouraged to work with the Project Director/Principal by recommitting to the task of turning around Davis Middle School. Currently, the administrators serve as subject matter specialists with little positive results to show for their efforts. The implementation of a TDS school calls for a new role for the administrators and an opportunity for them to transfer if they are unwilling and unable to support school change.

E: Instructional Staff

The mission of the Johns Hopkins TDS middle and high schools is to encourage and develop the individual talents of each student, nurturing their academic development with high expectations linked to college readiness. The TDS program is based on the belief that all students can succeed with a standards-based curriculum, and that it is the collective responsibility of the adults and students in the school to overcome obstacles to this success. Successful implementation of the model requires a cadre of highly qualified teachers who share this fundamental educational philosophy. Specifically, the ideal candidate for a teaching position in our program should possess the following.

- a willingness to work with all students where they are and provide them with the skills and knowledge they need to become successful, productive adults in the 21st century
- a belief that all students can learn when provided with appropriate supports
- awareness of the social, emotional, and intellectual characteristics and needs of adolescents
- strong communication skills
- solid content knowledge in the subject they are hired to teach

The current staff genuinely desires to improve student achievement. They have not lost hope in the process and will rally around a turnaround principal. There are about 60% of the staff who can be rated as effective and about 35% of the others are “developing”. The staff would be help to the following non-negotiables if the current paradigm is to be shifted.

District curriculum must be implemented to promote depth of understanding of important concepts; be cultural and language appropriate and articulated across grades/buildings to ensure that all skills and strategies are explicitly taught; -Teachers at all grade levels must provide explicit instruction to students to ensure that they will be able to interpret multiple levels of meaning and subtleties in text; analyze and evaluate fiction including the effect of diction and figurative language; condense, combine or categorize new information from one or more sources; and, determine the meaning of unfamiliar words from context, and draw conclusions and make inferences; Learning goals/standards and performance indicators must be clear to students; -Classroom organization must be flexible, including , as appropriate, whole group instruction/work (lecture, whole group activity), small group instruction/work (such as individual or paired learning, work centers in use, cooperative/collaborative learning, individual tutoring/conferencing, and direct instruction of small group); -There must be evidence of student exemplars and reflective work posted in the classroom; -There must be evidence of integration of subject areas, project-based learning, integrated technology instruction, systematic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work; -Quality current academic student work must be displayed with specific feedback.

F. Partnerships

The district has selected Johns Hopkins Talent Development Secondary as the WSR to support the transformation model at Davis Middle School. Evidence of Partner Effectiveness Charts is attached as well as letter of support from Johns Hopkins. Talent Development Secondary (TDS) was selected because the program has helped schools across the nation reorganize in ways that

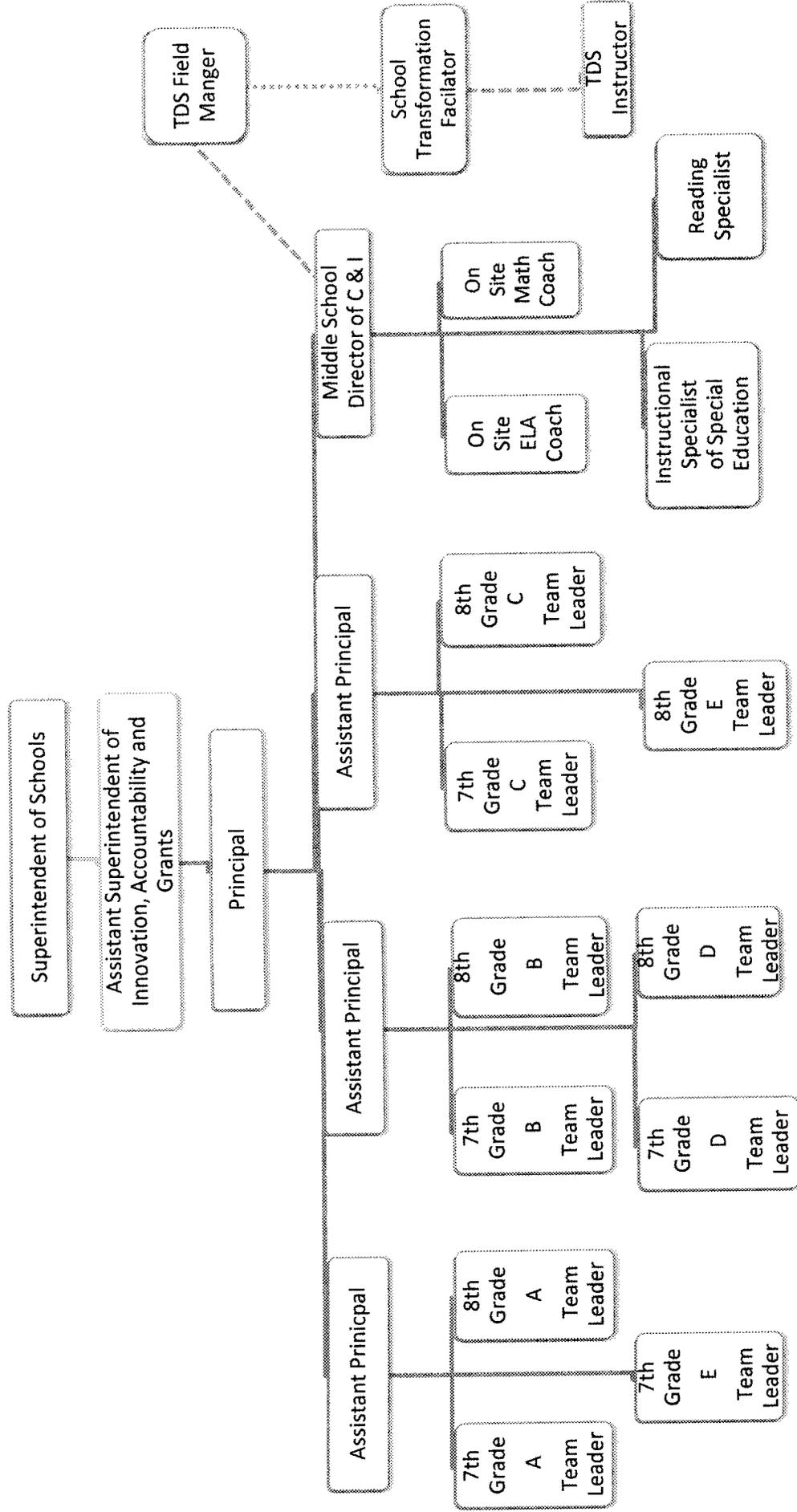
- promote strong relationships for students and adults
- implement innovative, evidence-based curricula and instructional strategies; and
- build professional communities that support distributed leadership, shared decision making, and increased capacity for continual improvement.

Based on the research, schools that implement the Talent Development organizational and instructional reforms see increases in student attendance, decreases in suspensions and student discipline concerns, improved course passing and promotion rates, and increased scores on student achievement tests. Talent Development helps schools achieve these results using research-based strategies along with increased resource personnel, including an on-site School Transformation Facilitator and math and ELA coaches, as well as technical assistance from regionally based instructional facilitators in math, ELA, and school and student support services. As noted in the earlier section of this proposal research and experience show that rapid changes, the kind that turn around schools, are possible when the conditions are right, when a school has strategic *staffing*, supportive *scheduling*, on-target *professional development* for teachers and administrators, engaging *curriculum* that holds all students to high standards, *student supports* at the right scale and intensity and a *strong partner* who can help create these conditions. To adequately identify the needs of a redesign school and position its services and support to effectively address those needs, Talent Development will conduct an *initial analysis of school need*, following up on the current district analysis of systemic needs and concerns.

G. Organizational Plan

Organization of A. B. Davis Middle School

i. Chart identifying the management and team structures.



ii. How the structures function in day-to-day operations Davis Middle School will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the school leadership team when making critical strategic decisions for the school. This instructional leadership team will consist of the principal, assistant principals, the onsite STF, and instructional teacher team leaders. The leadership team makes strategic and tactical decisions that affect the whole school. Most of the daily decisions for instruction, climate, and logistics are made by the interdisciplinary teacher teams working in each of the small learning communities. The TDS field manager will provide oversight and coordination of services for the partnership and will ensure communication with district leadership. This includes oversight and coordination of the Talent Development team, including the STF, instructional facilitators in Math and ELA, and the School and Student Support Services facilitator.

The school schedule will be modified to enable teacher teams to meet daily for common planning time, including time for preventative work, and weekly or bi-weekly to examine student Early Warning Indicator (EWI) systems and achievement data. Content-area teams (e.g., math teachers or social studies teachers) will also meet regularly to share best practices and ensure coherence and articulation of instructional programs. When possible, all the teachers from one subject will meet at the same time. The TDS team will work with school leadership to create a schedule that extends learning time in core academic areas, while still allowing students to explore electives and enrichment activities and enabling teachers to meet regularly for the purposes indicated.

The TDS team will provide professional development to build the staff's capacity to engage in distributed leadership and collective decision-making, and to develop the Early Warning Indicator (EWI) systems that allow school stakeholders to regularly collect, analyze, and disseminate student outcome data. The STF will provide ongoing support to teacher teams in the use of EWI data to provide students with appropriate academic and social-emotional interventions. In addition to pre-implementation professional development, instructional facilitators will provide six days of technical assistance (coaching, facilitation, and professional development) each month. The School Transformation Facilitator and TDS Field Manager will meet with the principal in September, December, March and June for a quarterly implementation review of the Transformation Plan.

iii. Implementation of the APPR

The purpose of the current APPR evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional improvement for educators to grow and improve their instructional practices. All district principals and the assistant principals have been trained as evaluators through Southern Westchester BOCES. As per established district procedures, the principal will submit to the Superintendent the school's Observation Schedule (See Teacher Observation Chart) outlining the dates scheduled for the formal observation of each instructional staff member and the evaluator responsible for conducting the evaluation no later than the second

Wednesday in September. Of the teacher’s overall score of 100 points, 60 points, also referred to as “other measures of effectiveness” are based on all four domains of the 2011 Revised Edition of Charlotte Danielson’s *Framework for Teaching*.

TEACHER OBSERVATION SCHEDULE CHART

SCHOOL: _____

Evaluator: _____

Teacher’s Name	Pre-Conference Date	Classroom Observation Date	Post-Observation Conference Date	Completion Date

All classroom teachers of record (as defined in Section 80-1.1 of the Commissioner’s regulations) including speech teachers, career and technical teachers, and media specialists, who are primarily and directly responsible for a student’s learning activities aligned to the performance measures of a subject/course are required to be evaluated annually with the 100 point system. The principal will devote at least one faculty meeting each year to the procedures and processes of employee evaluation prior to conducting observations. This meeting shall be held within the first 30 days of the school year. In addition, applicable sections of the APPR Plan shall be included in the staff handbook for review. New hires shall receive APPR training during the two-day orientation prior to the beginning of the new school year. District personnel will provide APPR training for teachers hired after the two-day orientation period.

Prior to making an employment decision including but not limited to, promotion, retention, tenure determination, termination, and supplemental compensation, the Superintendent, and or the Board of Education, shall review the affected teacher’s annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Nothing in the APPR shall be construed to affect the statutory right of the District or its Board of Education to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct.

The following chart outlines the teacher membership groups and the corresponding performance evaluation requirements. (All referenced observations are formal observations.) The evaluator of record will be both the principal who must conduct at least one formal observation of each pedagogical staff member and the assistant principals who will conduct one or more formal observation of the teachers in their teams.

Teacher Groups	Performance Evaluation Requirements
<p>Probationary: This category refers to teachers on probationary (non-tenured) status within the district.</p>	<p>A minimum of, <i>but not limited to</i>, 1 announced observation and 1 unannounced observation; not to exceed a maximum total of 4 formal observations within a given school year.</p>
<p>Tenured: This category refers to any teacher who is <i>not</i> probationary.</p>	<p>Two (2) Observations: 1 announced observation and 1 unannounced observation, not to exceed a maximum of 2 formal observations within a given school year.</p>
<p>Teachers under the TIP program: A tenured or probationary teacher qualifies for the TIP (Teacher Improvement Plan) if he/she has received an <i>ineffective</i> or <i>developing</i> overall composite score, less than 75 points, for a given school year.</p> <p>Pupil Personnel Services employees qualify for a TIP if they receive 4 or more <i>unsatisfactory</i> ratings on any given evaluation.</p>	<p>The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.</p> <p>Upon rating a teacher as <i>Developing</i> or <i>Ineffective</i> through an annual professional performance review, the evaluator in collaboration with the teacher, must formulate and commence implementation of a teacher improvement plan (TIP) for that teacher by the tenth day of the following school year.</p>

FORMAL OBSERVATION TIMELINE CHART
(60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON'S *FRAMEWORK FOR TEACHING*) Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates as specified below:

Teacher Category	Evaluation Requirement	Due Date
Probationary (Non-tenured)	First Observation to be conducted by principal Second Observation to be conducted by designated assistant principal Summative End of the Year Evaluation conducted jointly by both principal and designated assistant principal	November 15 th March 15 th By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Tenured	Two (2) Observation (maximum 2 observations allowed; 1 announced; must have 10 school days between observations) Conducted by principal and designated assistant principal as outlined in the school's observation schedule Summative End of the Year Evaluation	By April 15 th By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Teacher on TIP (Teacher Improvement Plan)	The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.	The TIP will begin no later than 10 school days from the opening of classes.

The following charts detail the plan for how the APPR will be implemented:

Formal Observation Steps (Days refers to school days)

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete formal observations. For announced formal observations, the evaluator will follow steps 1-8. For unannounced formal observations the evaluator will follow steps 4-8. The APPR document and all forms is available online at the MVCSD website located on the homepage under "Staff." Steps will be confirmed via email or in written communication.

ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM/TOOL
Establish Date and time for Announced Observation	Both parties mutually agree upon date, time, and duration for formal observation.		Via email and/or memo
Complete and Collect Pre-Observation Form	Requests teacher to complete pre-observation form #1	Submits form #1 to the evaluator (hard copy, electronically or via face to face conference as mutually agreed) no less than 3 days prior to observation visit	Pre-observation Form #1
Review and Return Pre-Observation Form to Teacher	Reads the plan, provides feedback to the teacher, and asks any clarifying questions as necessary and returns form #1 no less than one day prior to the formal observation	Applies feedback to adjust lesson if necessary	Pre-observation Form #1
Classroom Observation Visit	Conducts observation of practice, collects evidence on form #2	Conducts the lesson	Evidence Collection Form #2/Teacher Self-Assessment Form #2
Teacher Self-Assessment		Prior to the post conference, completes the teacher section of Teacher Self-Assessment form #2 and provides evidence.	Evidence Collection Form #2/ Teacher Self-Assessment Form #2

Post-Teaching Conference	At a mutually agreed upon date and time within 5 days from the observation, the evaluator and teacher collaboratively discuss and clarify components of the observed lesson using the administrator's evidence collection Form # 2 and teacher's self-reflection form #2. In the event that the evaluator and teacher disagree, the evaluator's assessment will stand as valid record.	Evidence Collection/ Teacher Self- Assessment Form #2
Complete Conversion Flow Chart Following the post-teaching conference (excluding PreK teachers)	The evaluator completes step #3 on the conversion flow chart to calculate the "other measures" score and records it on Form #4. (The highest score of the year is recorded on Form #5)	Conversion Flow Chart and Form #4
Signing Off Observation Documents/Placement in File	Within three days of the post conference, the evaluator gives the observation to the teacher	Observation Report Form #4

Informal Observations

For the purpose of informal observations, no collaborative conference is required. The evaluator provides a copy of the Evidence Collection Form # 3 to the teacher with appropriate remarks at the bottom of the form. Informal observation Evidence Collection Form #3 shall not be placed in the teacher's personnel file. Informal observations should not exceed 20 minutes, and can be performed as frequently as deemed necessary by the evaluator.

Summative Assessment (End-of-the-Year Evaluation)

The following chart contains the steps, for the administrator and teacher responsibilities, timeline, and forms necessary to complete the end-of-year summative evaluation. By June 15th, each teacher will receive a score for the 20% locally-selected measures of student achievement and the highest attained score on the 60% “other measures”. Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.

Step #	ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM #
1.	Administrator Provides the Summative Evaluation --by June 15	Partially completes and provides to the teacher the 20% locally-selected measures of student achievement and the highest attained score on the 60% “other measures”		Summative Assessment Form #5
2.	Signing Documents --within 3 school days of receipt		Signs (indicates receipt only); returns Summative Assessment Form #5 to the evaluator	Summative Assessment Form #8 (Pre-K Teachers)
3.	Administrator Provides the completed Summative Assessment Prior to the start of classes for the following school year	The administrator will add a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100 and provides the completed Form #5 to the teacher.		Summative Assessment Form #5 and Form #8 (Pre-K Teachers)
4.	Signing Documents/Placement in File --within 3 days of receipt		Signs completed Summative Assessment Form #5 (indicates receipt only) and returns to the evaluator to be placed in file	Summative Assessment Form #5
5.	Optional Written Response		Teacher may append with a written statement.	N/A
6.	Optional Conference Request --within 5 days of receipt	Request conference if deemed necessary by either administrator or teacher at a mutually agreed upon date and time		N/A

H. Educational Plan

i. Curriculum. The Talent Development Secondary program which the teachers and students of A B Davis Middle School will utilize creates a course of study that supports and challenges all learners and uses strategies that engage students with diverse backgrounds, learning styles, and interests, with special emphasis on providing support for improved achievement in math and English. In particular, TDS provides specially developed curricula in English language arts (ELA), United States history, and life and study skills to help all students—including those who are coming from elementary school inadequately prepared for the rigors of middle grades instruction—improve literacy skills and engage in learning activities that involve higher-order thinking skills as identified in Bloom’s taxonomy. TDS curricula to be implemented at Davis Middle School include:

Student Team Literature. This highly effective, cooperative learning approach to teaching and learning in ELA strongly exemplifies the Six Pedagogical Shifts demanded by the Common Core State Standards.

Shift 1: Balancing Informational and Literary Text. While the foundational texts within the ELA classroom remain primarily literary texts (fiction and poetry), the curriculum identifies informational text types correlated with these literary texts, to be used in building background and for enrichment, extension, and research activities. In addition, the curriculum includes longer non-fiction (informational) works at a variety of reading levels, so that every ELA class has the opportunity to concentrate fully on a significant informational work during the academic year.

Shift 2: Knowledge in the Disciplines. TDS ELA facilitators offer “All Hands on Deck” professional development for teachers in all content areas to help improve students’ literacy skills as applied to content-area texts, including training in literacy strategies, a simulation of the infusion of literacy strategies into content-area instruction, and subject-specific breakouts. ***TDS support materials for Joy Hakim’s A History of US textbooks in U.S. history*** include primary source documents as well as instructional materials that provide reading and learning strategies for interactive teaching and student team learning designed to help students navigate these texts.

Shift 3: Staircase of Complexity. TDS has long championed the practice of requiring—and enabling—students to read the central, grade-appropriate text around which instruction is centered. Student Team Literature Discussion Guides provide the resources necessary to help teachers create time, space, and support for close reading. Writer’s Craft Boxes, and Listening Comprehension activities, in particular, prepare students to navigate texts that present increasingly complex literary structures and devices.

Shift 4: Text-based Answers. In the Student Team Literature program, students are organized into cooperative learning teams in which they engage in evidence-based conversations about the text following the Discussion Questions provided in the Student Team Literature Student Discussion Guides. Teachers follow up by leading whole-class Guided Discussions on the texts, using both selected questions from the team discussions and additional suggestions provided in Teacher’s Guides.

Shift 5: Writing from Sources. After engaging in team and class discussions about the text, students write individual brief constructed responses to Discussion Questions, providing evidence from the text to support their answers. In addition, Literature-Related Writing activities following each instructional sub-unit provide opportunities for students to develop written arguments as well as literature-related narratives in a variety of literary forms (letters, essays, editorials, personal narratives, etc.)

Shift 6: Academic Vocabulary. Student Team Literature Discussion Guides identify vocabulary words found in the text that may be unfamiliar to students, and among these, highlight “starred” vocabulary words—high frequency words that students are most likely to encounter in everyday discourse as well as academic reading—and provide teachers a framework to build these into students’ active vocabulary through interactive learning and the elaboration of meaningful sentences. Students’ mastery of these starred vocabulary words is assessed weekly.

Mastering the Middle Grades. This modular curriculum prepares students for the academic and social challenges of middle school through explicit instruction in crucial life and study skills not often covered in academic courses. It includes 40 lessons per year (designed for a 45-minute class period, such as an elective or advisory period) and can be expanded or contracted to fit school schedules. Presented in a teacher-friendly format, the curriculum builds skills incrementally and features a developmentally appropriate focus on cooperative team learning. It offers explicit, sequential instruction in study skills and reading strategies to facilitate academic achievement; social skills to promote community, respect, and civility; and life skills to help students make wise personal and vocational decisions. Units covered each year include orientation to middle school, study, social, and life skills, and post-secondary and career exploration.

Extra Help in Reading for Understanding and in Mathematics during School Hours

The Talent Development Secondary program includes extra-help labs for students who need additional tailored instruction and practice in reading or in mathematics. Each lab is an elective course (at approximately half the normal class size) for 10 or 20 weeks to provide students a substantial “extra dose” of intensive personalized instruction in addition to their regular academic classes. The *Savvy Readers (SR) Lab* helps struggling students become independent readers who assume responsibility for their own learning and acquire reading and writing skills aligned to the New York State Testing Program. This goal is achieved through (1) instruction in strategic reading, (2) practice of reading strategies, (3) rotation of learning centers and, (4) coaching and in-class support for the SR lab teacher.

Similarly, the *Computer-and Team-Assisted Mathematics Acceleration (CATAMA) Lab*, taught by a full-time, certified, experienced mathematics teacher, can accelerate the math learning of a large number of students, accommodating five classes a day of 16-20 students per class with new students taught each grading period. The goal is to raise the mathematics skills of lower-performing students to the standards reflected in the New York State Testing Program.

ii. Instruction.

The proposed Talent Development middle grades program is expected to make it possible for Davis Middle School to engage all students in a standards-based curriculum that is coherent, focused, and challenging. Professional development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both TDS facilitators and the onsite STF and math and ELA coaches, will enable Davis' teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

In the TDS program, the emphasis on cooperative learning in heterogeneous teams of two to four students builds on young adolescents' social nature and maximizes student interest and learning potential. To help students learn to work cooperatively, Talent Development will provide professional development in explicitly teaching cooperative social skills, such as active listening, staying on task, clarifying ideas, and negotiating. Instruction is reinforced by teacher and student modeling and role-playing as well as teacher monitoring during partner, team, and class activities. The program also offers "All Hands on Deck" professional development for teachers in content areas to help improve students' literacy skills and prepare them for challenging subject-specific texts.

The TDS ELA and social studies courses will use strategies that engage students with diverse backgrounds, learning styles, and interests. Reading selections in language arts and social studies curricula feature authors, themes, and historic figures and movements reflecting a variety of backgrounds. In reading these texts, students build their awareness of their ethnic and cultural identity as well as their knowledge of cultures and viewpoints that differ from their own. This strategy is crucial in engaging student motivation to close persistent achievement gaps.

The alignment of the TDS instructional program with the CCSS Six Instructional Shifts for ELA is described in detail above (see II.H.i, Curriculum). TDS will not specify the math curriculum to be used in transformation schools, but provides professional development in math instructional practices that can be used with a variety of math curricula. The methodology and structure behind TDS mathematics facilitation and acceleration strongly exemplify the Six Pedagogical Shifts demanded by the Common Core State Standards:

Shift 1: Focus. TDS Math Instructional Facilitators work closely with local instructional coaches, individual teachers, and math departments to adjust the pacing and implementation of foundational mathematical skills and concepts to better ensure that students are prepared for the sequence of courses in 6th through 8th grades. By implementing TDS' acceleration mathematics lab (CATAMA) for students who are performing more than two years below grade level, schools help these students grasp the foundational concepts and skills needed for success in the core middle grades math courses and eventually the advanced high school mathematics courses.

Shift 2: Coherence. Middle grades schools implementing the TDS model and mathematics lab will enjoy the benefits of facilitators and coaches supporting dialogues and discussions around

spacing and spiraling topics to ensure that students have deep conceptual understanding of core mathematics.

Shift 3: Fluency. TDS’ focus on extending the learning time through longer class periods, as well as extra practice in CATAMA labs for those students with the greatest struggles, provides opportunities for students to spend more time developing procedural knowledge and to develop speed and accuracy in important arithmetic operations.

Shift 4: Deep Understanding. TDS helps teachers shift from teacher-centered classrooms to student- and learning-centered activities and classrooms. As TDS math facilitators and coaches plan, implement, and debrief with teachers, they communicate a focus on the best approaches to help students understand, apply, and see mathematics.

Shift 5: Applications. Teachers supported by TDS benefit from facilitators and coaches that can help teachers back-map from goals and assessments to activities rich in application, helping not only students, but teachers, have a better understanding of how to link mathematical knowledge and concepts to real-world situations in a variety of fields. As facilitators and coaches help teachers analyze student work, they learn to continually adjust instruction and activities to enrich students’ experiences.

Shift 6: Dual Intensity. Students and teachers in schools implementing the TDS model benefit from extended learning time and the extra-help CATAMA lab to increase the opportunities and likelihood that students will develop both conceptual understanding and procedural fluency. Students who may be several years behind academically and who have difficulty completing assignments at home have the needed support in TDS schools to increase time dedicated to practicing and understanding mathematics.

iii. Use of Time.

The daily schedule for Davis Middle School students will be as follows:

	Teams 7A, 7B, 7C	Teams 7D, 8A, 8B	Teams 8C, 8D
7:55-8:05	Homeroom	Homeroom	Homeroom
8:05-9:15	Period 1/2	Period 1/2	Period 1/2
9:18-10:28	Period 3/4	Period 3/4	Period 3/4
10:31-11:04	Lunch (Period 5)	Period 5/6 (10:35-11:47)	Period 5/6 (10:35-11:47)
11:07-11:40	Period 6/7 (11:05-12:17)		
11:43-			
		Lunch (Period 7)	Period 7/8 (11:50-1:02)

12:17			
12:20-12:54	Period 8/9 (12:20-1:32)	Period 8/9 (12:20-1:32)	
12:57-1:30			Lunch (Period 9)
1:33-2:43	Period 10/11 (1:32-2:45)	Period 10/11 (1:32-2:45)	Period 10/11 (1:32-2:45)

The schedule assumes 8-9 teacher teams, with each team responsible for a small learning community of approximately 95-100 students divided into 4 classes. Each teacher team includes 4 teachers (math, ELA, US history, and science). Within each learning community, classes rotate through the four core academic subjects during four periods of the day; during the other period, students attend elective classes such as PE, *Mastering the Middle Grades*, art, music, health, technology, and/or extra-help labs, while academic teacher teams have common planning time, as indicated in the following chart:

	Teams 7A & 7B	Teams 7C & 7D	Teams 8A & 8B	Teams 8C & 8D
Period 1	Academic subjects	Academic subjects	Academic subjects	Academic subjects
Period 2	Electives/ teacher team planning time	Academic subjects	Academic subjects	Academic subjects
Period 3	Academic subjects	Electives/ teacher team planning time	Academic subjects	Academic subjects
Period 4	Academic subjects	Academic subjects	Electives/ teacher team planning time	Academic subjects
Period 5	Academic subjects	Academic subjects	Academic subjects	Electives/ teacher team planning time

Elective teachers generally have planning time in period 1. However, each core academic subject is taught four days per week, with the allotted period on the other day allotted to an elective or “special” subject. The following sample schedule show the rotation of cored academic subject and electives over a week for a sample class section:

Sample weekly schedule for a Class Section, A.B. Davis Middle School

Each class is taken for two consecutive 34- to 35-minute periods / 3 min passing

Period	Monday	Tuesday	Wednesday	Thursday	Friday
HR					
1	ELA	ELA	ELA	ELA	Art
2	ELA	ELA	ELA	ELA	Art
3	MATH	MATH	MATH	Technology	MATH
4	MATH	MATH	MATH	Technology	MATH
5 LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	SOCIAL STUDIES	SOCIAL STUDIES	Students: MMG	SOCIAL STUDIES	SOCIAL STUDIES
7	SOCIAL STUDIES	SOCIAL STUDIES	Students: MMG	SOCIAL STUDIES	SOCIAL STUDIES
8	SCIENCE	Students: Health teachers: EWI	SCIENCE	SCIENCE	SCIENCE
9	SCIENCE	Students: Health teachers: EWI	SCIENCE	SCIENCE	SCIENCE
10	Extra-help lab, music or language; teachers: planning	Students: PE teachers: planning	Extra-help lab, music or language; teachers: planning	Students: PE teachers: planning	Extra-help lab, music or language; teachers: planning
11	Extra-help lab, music or language; teachers: planning	Students: PE teachers: planning	Extra-help lab, music or language; teachers: planning	Students: PE teachers: planning	Extra-help lab, music or language; teachers: planning

The following is a sample schedule for the four classes within a small learning community, suggesting sample electives.)

	Team 7A Cougars	Team 7A Falcons	Team 7A Starfish	Team 7A Dolphins
Period 1/2	Math 7 (IT on Thursdays)	English 7 (Art on Mondays)	US History (MMG on Wednesdays)	Science 7 (Health on Fridays)
Period 3/4	Electives/ teacher team planning time			
Period 5	Lunch	Lunch	Lunch	Lunch
Period 6/7	English 7 (Art on Fridays)	US History (MMG on Tuesdays)	Science 7 (Health on Thursdays)	Math 7 (IT on Tuesdays)
Period 4	US History (MMG on Mondays)	Science 7 (Health on Wednesdays)	Math 7 (IT on Mondays)	English 7 (Art on Wednesdays)
Period 5	Science 7 (Health on Tuesdays)	Math 7 (IT on Fridays)	English 7 (Art on Tuesdays)	US History (MMG on Thursdays)

A sample teacher schedule for this learning community would look like this. (Shaded areas represent actual classroom teaching time.)

Mr. Harris, Team 7A Math

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Cougars	Cougars	Cougars	Planning time	Cougars
2	Cougars	Cougars	Cougars	Planning time	Cougars
3	Common planning time				
4	Common planning time				
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Dolphins	Planning time	Dolphins	Dolphins	Dolphins
7	Dolphins	Planning time	Dolphins	Dolphins	Dolphins
8	Planning time	Starfish	Starfish	Starfish	Starfish
9	Planning time	Starfish	Starfish	Starfish	Starfish
10	Falcons	Falcons	Falcons	Falcons	Planning time
11	Falcons	Falcons	Falcons	Falcons	Planning time

This schedule increases student contact time to 6.63 hours per day. The school calendar will be the standard 180 days per year. At 6.63 hours per day, this increases student time in school to 1193 hours per year, or 203 hours above the standard state requirement of 990 hours per year. With the extended class periods of 70-71 minutes each incorporated in this schedule, students will have increased learning opportunities not only for ELA and math, but also for science and

history, enabling these content-area teachers to invest time in strengthening students' content-area reading skills, with the assistance and support provided by TDS professional development and coaching and TDS content-literacy rich curricula.

iv. Data-Driven Instruction/ Inquiry. The schedule given above provides two consecutive 35-minute periods each day for common planning time in teacher teams. While part of this time will be devoted to instructional planning and sharing of best practices, part of each team's weekly schedule will be an Early Warning Indicator meeting to examine student data in Attendance, Behavior, and Course Performance. The school will purchase the School Loop data management software (which is compatible with the district's student data system) to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or social-emotional supports as well as broader trends that inform instructional strategies and decision-making. The STF will play a key role in assisting and training school staff in effective teamwork and the use of student data to drive instruction.

In addition, onsite math and ELA coaches will monitor student achievement data in these two key areas and will help the teachers of these subjects adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will have opportunities to meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught from seventh to eighth grade. Finally, TDS instructional facilitators in math and ELA will each provide two days per month of technical assistance in the form of professional development, coaching, and facilitation in their respective content areas.

v. *Student Support.* The school-wide framework for providing academic, social-emotional, and student support to the whole school population is grounded in the small learning community structure and in the consistent monitoring of student data to identify individual student needs as well as whole-school trends requiring intervention. Whole-school strategies for student support are listed in section II.H.vi, below (School Climate and Discipline). In addition, the regular interaction of teacher teams around EWI data as well as everyday observations will enable teachers to identify students in their learning communities who are at risk of academic failure, disengagement or dropping out, or who have health concerns, and to plan appropriate ***targeted interventions*** to support them. Such interventions could include special-help (Savvy Readers' or CATAMA) labs and tutoring, a reflection room, behavior contracts, in-school suspension, or a grief support group. Finally, for students whose needs require ***intensive interventions***, teacher teams work with the school social worker or counselor to identify resources both inside and outside the school building to provide the needed supports, such as individual therapy, peer mediation, behavior intervention plans, and case management.

vi. *School Climate and Discipline.* As indicated in the school overview above, Davis will continue to promote a school climate that places a high value on students' talents and ability to learn, academic achievement, and strong relationships among students, adults, and staff. The TDS program creates a "can-do culture and climate" for student support and academic achievement through a system of tiered interventions.

At the *whole-school level*, the distributed leadership model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. The use of cooperative learning strategies in the classroom and the social and life skills taught in the *Mastering the Middle Grades* curriculum encourage students to build relationships and social and leadership skills, and foster a sense of responsibility and ownership for a positive school climate. Research-based whole-school attendance and positive behavior programs are designed to reduce the number of students needing attendance and behavior interventions. School climate celebrations and interventions will include quarterly Report Card Conferences and monthly and quarterly student recognition programs.

To ensure effective transformation of the school climate and culture, the STF provides professional development focused on the school's organization, culture, and climate. During the planning phase, the STF assists school leadership in restructuring and in organizing staff into planning committees, and provides technical assistance on strategic and tactical collective planning and decision-making. During implementation, the STF assists administrators, team leaders, teacher teams, counselors, and support staff using established protocols and strategies. These activities increase the school's capacity to build a positive school climate, develop and sustain a distributive leadership, and engage in ongoing collective decision-making and actions that support student success. In addition, a TDS facilitator in School and Student Support Services will provide two days of technical assistance each month in the form of coaching, facilitation, and professional development.

vii. Parent and Community Engagement.

School-family-community partnerships are particularly essential because these components are all factors in a student's development that can potentially pull together in a mutually positive direction. In addition, the college and career emphasis of the TDS model draws on family and community resources to play a major role in these areas. Families need to work together with schools throughout the college awareness process that begins as early as middle school. Family and community resources are also critical in creating learning experiences tied to a student's career interests.

A B Davis will participate in Talent Development's National Network of Partnership Schools, a program developed and extensively tested by Dr. Joyce Epstein at Johns Hopkins University. The network brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships. As part of the network, TDS schools establish action teams that plan, carry out, and evaluate school, parent, and community partnership activities that support students' learning and school success. Davis' Parent-Teacher Association (PTA) will play a key role in enabling parents to be continually informed of and involved in their children's education. In addition, the Davis Building Leadership Team and Parent Resource Center will be instrumental in appointing an action team of school, family, and community members. This action team will be trained to use a framework of six types of involvement to plan and implement a collaborative effort to help

develop and support the school transformation plan. These six types of involvement are: ***parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.***

Community involvement is also an essential ingredient in effective school transformation. For this reason, TDS relies heavily on community support and input when helping schools implement a blueprint for change. TDS staff meet with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school's implementation efforts, and answer questions and concerns regarding implementation of the model. Other ways to communicate with families and community stakeholders might include development of a functioning, informative school website and/or creation of a school newsletter.

Similarly, community influences can be marshaled in support of school programs that have a significant impact on their effectiveness. During the planning process, community members help the school make connections with external community agencies that can support student success in a variety of ways, and provide input to determine an effective communication plan that reaches a variety of stakeholders. Community members also meet and connect with students during events such as performances and expositions, school career fairs, and quarterly report card conferences. Resources and services the school will provide the community include encouragement and support in the challenges of parenting, as well as marshaling the talents and energies of students in performing community service projects and volunteer internships.

I. Training, Support, and Professional Development

i. The District utilized an adoption approach that included a School Improvement Committee that met over 16 hours developing the educational plan and reporting back to the school teams, site visits, research, presentation and voting by closed ballot to ensure that the teachers and school leadership at Davis Middle School were involved in the process of partner selection and plan development. The voting indicated that 95% of the teachers who voted selected Talent Development. The process began with an information gathering phase which was open and inclusive to all teachers and lead by both the current principal and the Assistant Superintendent for Accountability and School Turnaround. The faculty formed small groups of nine members who were tasked with researching the models best suited to meet the needs of the school. Team members conducted research, made site visits and provided presentations to the rest of the faculty. There were nine presentations made during the January 10, 2013 faculty meeting and one presentation on May 15, 2013 for a school-wide vote. The top 3 models as selected by the committees were Comer's School Development Program; Johns Hopkins Talent Development and Paideia. The proposal was shared with the associations and the student schedule was developed in consultation with the scheduling committee. Talent Development has assured the district that they will participate in the planning and preparation activities needed for a successful launch of the intervention model. As stated earlier, the Transformation Model requires the hiring of new leadership to ensure dramatic turnaround. The district is committed to the recruitment of a leader with turnaround experience and additional teachers with the competencies and characteristics needed to drive the process.

ii. Implementation Period

The attached charts show the planned training, support, and professional development events scheduled during the launching period and the implementation period. The district will use available school improvement and RTTT funding to provide preliminary technical assistance to be provided by the TDS transformation Launch Manager. This will be crucial in helping the onsite school transformation team to understand the rationale and effective implementation of the model, in particular the core components that will be new to Davis Middle School: the revised schedule with extended learning periods, the small learning communities and teacher teaming, and the use of data and tiered interventions through regular EWI team meetings. The Launch Manager will also assist the school transformation team in planning and executing the community and parent awareness activities essential to a successful start to the school year.

The two days of professional development for instructional staff in June 2013 will help teachers understand the model, begin to feel more comfortable with teaching in the extended period, and start planning together in content-area teams as well as within interdisciplinary learning community teams. It will also provide them an opportunity to review materials that they will need at the beginning of the school year (TDS curricula for Student Team Literature, *Mastering the Middle Grades*, and *A History of US*, as well as ELA trade books and *A History of US* textbooks).

Concurrently, the School Transformation Facilitator will attend TDS' STF Training Institute in Baltimore from June 24-26, 2013. Since the STF will be a new hire, this three-day training with peers from around the country will provide an invaluable opportunity for him or her to become fully familiar with the model and well-equipped to guide its implementation throughout the school year at Davis Middle School. Similarly, the transformation principal and the newly-appointed math and ELA coaches will attend the Principals' Institute and Coaches' Institutes, respectively, which will be held simultaneously July 10-12 in Baltimore. Besides providing the principal and coaches an opportunity to steep themselves in the TDS model, attending these conferences as a team will help them develop a common vision as they work out together the details of the model's implementation at Davis Middle School.

The pre-service professional development for instructional staff in August will build on the initial awareness sessions held in June and will provide instructional staff further training in specific instructional strategy modules, as well as opportunities to work in content-area and interdisciplinary teams to formulate goals for the year and detailed planning for the first quarter.

During the implementation period, the School Transformation Facilitator will continue to provide training and facilitation on the use of data, effective team meetings, school organization and budgeting to school and team leaders. In addition, TDS instructional facilitators will provide six days of TA per month throughout the school year (two days each for math, ELA, and Student Support Services). This technical assistance will include in-school observation and support to onsite coaches and other staff, as well as professional development sessions on a variety of topics, as determined by ongoing needs analysis with school leadership. This ongoing support will build the capacity of school leaders and onsite coaches as well as enabling the school to make adjustments based on student data and climate observations.

During the 2014 summer months, the STF will attend the "advanced topics" second-year TDS STF training, and the math and ELA coaches will again attend the TDS Coaches' Institute. The opportunity to debrief and brainstorm with peers from other schools following their first year of implementation will help STFs and coaches process and analyze their experience, troubleshoot, and plan while incorporating any needed revisions for implementation in Year 2.

ii. -Training, Support, and Professional Development Events Funded Through RTTT To Help Launch Model

Time Frame	Training/Support Events	Participants/Attendees	Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting
June-August 2013: 10 days of TA (2 days/ week every other week)	Talent Development awareness PD Technical assistance to set up data collection and reporting systems Technical assistance and PD on Master Scheduling TA on Effective Teaming and Team Building for Teacher Teams	School leadership (principal, assistant principals, other designated attendees); School Transformation Facilitator	Talent Development Secondary Launch Manager	Principal and assistant principals understand and embrace TD model EWI data system set up and functional using School Loop technology Master schedule using extended learning periods created School reorganized around small learning communities and teacher teams	Principal submits detailed School Transformation Plan to district School Loop installed and connected to Infinite Campus Master schedule created, submitted to district Small learning communities organized (note: staff hiring may continue into summer)
June 24-25, 2013	TDS Awareness PD at Davis MS	All instructional and support staff at Davis Middle School	TDS Launch Manager, 3 TDS instructional facilitators	School staff understand TDS' program (scheduling strategy, teacher teaming, cooperative learning, use of data to drive instruction, tiered student interventions, school-family-community partnerships) Content area teams (ELA, math, science, social studies) begin to plan 2013-14 curriculum around TDS strategies and curricula (where applicable, e.g. ELA, US history, MMG)	Reports, training schedules, attendance submitted to District Community and parent awareness events planned and carried out (summer 2013) TDS materials and extra-help lab kits ordered; trade books for ELA and US History texts (<i>Hakim's History of US</i>) ordered

June 24-26, 2013	STF training conference in Baltimore	New School Transformation Manager	Talent Development Secondary	STF fully equipped to support and facilitate transformation activities at Davis Middle School	Report submitted to district
July 10-12, 2013	Principals' Institute in Baltimore	Davis MS principal/project director	Talent Development Secondary	Principal to gain a broader picture of how to support TDS reforms and network with other TDS principals from around the country	Report submitted to district
July 10-12, 2013	Coaches' Institute in Baltimore	New ELA and math coaches	Talent Development Secondary	Training in TDS math and ELA coaching principles, instructional strategies, extra-help labs (Savvy Readers' and CATAMA), and curricula (ELA only)	Report submitted to district
August 2013 (dates TBD)	Pre-Service professional development at Davis MS	All instructional and support staff at Davis Middle School	TDS Launch Manager, STF, 3 TDS instructional facilitators	<p>All staff: in-depth training in:</p> <ul style="list-style-type: none"> • The TDS School Climate program with tiered intervention/EWI meetings • Teaching in the extended (75- to 90-minute) period • Supporting Students' Reading in the content areas • Differentiated instruction • Use of data in classroom planning <p>By content areas: in-depth training in content-specific strategies and TDS curricula</p>	<p>Reports, training schedules, attendance submitted to district</p> <p>Content-area teams formulate yearly goals and detailed planning for first quarter</p> <p>Extra-help labs (Savvy Readers' and CATAMA) up and running by end of September</p>

Year One Implementation Training, Support, and Professional Development Events

Time Frame	Training/Support Events	Participants/Attendees	Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting
Ongoing	Training on use of data, effective team meetings, school organization and budgeting	School leadership, teacher team leaders, on-site coaches and support staff	TDS School Transformation Facilitator	School re-organization implemented with fidelity, problems resolved and barriers overcome	Quarterly implementation reports; EWI data analysis (behavior, attendance, course performance); School climate surveys
2 days / month during school year (10 months)	TA on school climate, tiered interventions, <i>Mastering the Middle Grades</i>	School staff	TDS School and Student Services Support facilitator	Improved school climate: attendance, behavior, course performance, celebrations, report card conferences, etc. Effective MMG implementation	Site visit reports EWI data analysis (behavior, attendance, course performance); MMG lesson plans
2 days / month during school year (10 months)	TA on ELA-specific content areas (determined by need)	ELA on-site coaches, ELA and Savvy Readers' lab teachers	TDS ELA Instructional Facilitator	Improved ELA instruction using cooperative learning, teacher modeling, differentiated instruction, best practices	Site visit reports ELA coach's reports Classroom walk-throughs
2 days / month during school year (10 months)	TA on math-specific content areas (determined by need)	Math on-site coaches, math and CATAMA lab teachers	TDS Math Instructional Facilitator	Improved math instruction using cooperative learning, teacher modeling, differentiated instruction, best practices	Site visit reports Math coach's reports Classroom walk-throughs
Summer 2014	STF Institute in Baltimore	School Transformation Facilitator	TDS	STF receives in-depth training in TDS implementation/ advanced topics	Report submitted to district
Summer 2014	Coaches' Institute in Baltimore	Math and ELA coaches	TDS	Coaches receive in-depth training in TDS strategies and curricula (advanced topics)	Report submitted to district

iii. Plan for evaluating the effects of training, support, and professional development.

As noted elsewhere in this proposal **evaluation and accountability are critical to the success of school turnaround**, both at the individual school level and at scale. Turnaround efforts are fast-paced, dramatic and challenging; constant monitoring ensures that efforts stay on track and produce results. Evaluation cannot simply happen at the end of an intervention; **it must be an ongoing process**, occurring throughout the turnaround effort.

During the launching period, the TDS Launch Manager and the Turnaround Office will evaluate the effects of training and support with the school transformation team, school transformation principal, and STF (once he or she is hired) using customized surveys. Evaluation of the effects of the TDS Awareness Training in June, for example, will inform planning for the Pre-Service Professional Development in August.

During the Implementation Period, regular analysis of EWI and student achievement data based on the benchmarks developed for each indicator will occur within teacher teams as well as on a broader level in the school leadership team and in content-area teams using the agreed upon data protocol. The on-site coaches' and instructional facilitators' observations of teacher practice will also offer an opportunity to evaluate the effects of professional development and identify areas of ongoing need. This analysis will inform planning for TDS technical assistance days each month. The STF and TDS Field Manager will meet quarterly with the principal for an implementation review to identify areas of strength as well as ongoing concerns to be addressed through professional development and support. This development and support will not be limited to the technical assistance provided by TDS facilitators, but will also take place through the in-school support provided by the onsite coaches and School Transformation Facilitator, and the peer support opportunities afforded by the TDS teacher teaming structure.

J. Community and Stakeholder Involvement/ Engagement

As part of the implementation awareness activities, TDS staff will meet with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school's implementation efforts, and answer questions and concerns regarding implementation of the Talent Development model. These activities may include:

September 2013: TDS Launch Manager meets with PTA to share TDS vision and components; parent representatives are invited to participate in school transformation team planning

September 2013: TDS Launch Manager and School Transformation Facilitator meet with parents and community stakeholders at Davis MS for initial awareness meetings and Q&A

October 2013: School Fair/ Open House at Davis MS—transformation school leadership team (including principal and STF) and instructional staff meet informally with parents and community members

September 2013: Improve school website and share parent friendly version of the SIG plan in multiple languages. TDS and parent liaison (t/b/d) will create and distribute a monthly school newsletter.

September 2013 – June 2014: The TDS School Transformation Facilitator will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach. Davis will participate in the National Network of Partnership Schools; community representatives and stakeholders will be invited to participate in quarterly report card conferences and achievement celebrations with Davis MS students.

K. Project Plan and Timeline

i. Goals and Key Strategies for the Implementation Period (September 1 2013 to August 31, 2014)

The goals and key strategies for the Pre-Implementation Period are:

1. Transformation leadership
 - District will work with TDS Launch Manager to identify and establish a school-based Transformation Team
2. Hiring
 - School Transformation Facilitator will be recruited and hired
 - Transformation principal will be identified and, hired
 - Other key leadership hires for Davis MS including the Middle School Director of Curriculum and Parent Liaison
 - Onsite math and ELA coaches and instructional specialist for special education will be recruited and hired
 - Additional instructional staff recruitment as needed to create the smaller learning communities model
3. School Organization
 - TDS Launch Manager will work with Transformation Team to organize Davis MS into small learning communities each led by a team of four subject area teachers (math, ELA, history and science)
 - TDS Launch Manager will work with Transformation Team to establish a Master Schedule
 - Development of a School Transformation Plan
4. Awareness
 - Current Davis MS staff will become familiar with the proposed transformation model
 - Continuing staff will receive initial TDS awareness training
 - Awareness activities with family and community stakeholders
5. Professional Development and Training
 - School Transformation Facilitator receives initial STF training
 - Transformation principal and onsite math and ELA coaches receive TDS training and support
 - All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies
6. Data collection and management
 - School purchases School Loop data management system
 - TDS provides professional development and assistance to leadership team in data collection and management

7. Planning

- School leadership team (principal, STF, assistant principals and teacher team leaders) plans school climate and student support policies and activities
- Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
- TDS instructional materials, ELA trade books, and US History textbooks ordered

ii.. “Early wins” that will serve as indicators of a successful SIG implementation and increased buy-in and support for the plan

Early indicators of a successful SIG plan implementation include:

1. Creation of a functional Transformation Team including leadership, staff, and parent/community representatives to work with the TDS Launch Manager
2. Development of a realistic School Transformation Plan submitted to the TDS Field Manager and District, and shared with staff, families, and community stakeholders
3. Monthly updates of progress on the Transformation Plan submitted to the TDS Field Manager and district.
4. Successful recruiting and hiring of the transformation principal and the School Transformation Facilitator
5. Development of school -wide behavior and student support policies before school starts
6. Planning and implementation of SLC climate and academic achievement initiatives, incentives, and celebrations by each teacher team in the first quarter
7. Weekly EWI meetings occurring in each teacher team, resulting in supports provided to 4-7 students per week
8. District and/or instructional facilitator walk-through in October observes at least 80% of teachers implementing TDS improved instructional practices, such as participatory, cooperative, or hands-on learning and higher-level questioning and discussion

iii. Leading indicators of success, to be examined on no less than a quarterly basis

At bi-monthly Implementation Reviews, indicators examined by the transformation principal and STF with the TDS Field Manager will include and facilitated by the Turnaround Office will include:

1. Progress made on the School Transformation Plan, as evidenced by monthly updates
2. Trends in instructional practices, as observed and reported by onsite math and ELA coaches, TDS instructional facilitators, and District personnel if applicable
3. Staff participation in coaching and professional development opportunities
4. School-wide student EWI data (attendance, behavior, and course performance)
5. School-wide and team-based climate and achievement initiatives
6. Assessed progress of students enrolled in Savvy Readers’ and CATAMA labs
7. Indicators of family and community involvement in the school transformation plan (e.g. parent attendance at student recognition celebrations)

Leading Indicators

Measureable Objectives	Implementation Steps	Periodic Evaluation	Persons Responsible	Timeline
Increase attendance rate to 95% or above.	Provide students with more social and emotional supports, including counseling; increase community involvement in school. Create and provide student and parent incentives.	Bi-Monthly	Turnaround principal with, District Accountability Team,	Years 1-3
Reduce the number of short-term suspensions by 15% annually for three years.	Utilize PBIS system or RtI interventions to encourage positive behavior; provide professional development to teachers and staff to improve classroom management strategies; provide more counseling to students; increase community involvement in school.	Monthly	School staff, community supports,	Year 1-3
Increase student proficiency on quarterly district assessments/ benchmarks to ensure curriculum alignment	Monitor teacher lesson plans weekly to ensure curriculum alignment in all classrooms. Provide teachers with pacing guides or curriculum maps to guide lesson planning. Implement district common assessments/benchmarks in	Weekly; Quarterly	Principal, Assistant Principal, teachers Educational partners and District Accountability Team,	Years 1-3

<p>Increase student value added growth levels</p>	<p>all tested areas. Student personal learning plans or personal education plans (PEPs) will be designed and monitored to ensure progress. Additional learning time will be provided after school. Formative assessments will be used to gauge student learning and track progress on a monthly basis. District benchmark test scores will be monitored on a quarterly basis. Professional development for teachers will be provided in areas such as effective teaching strategies, formative assessments, and effective use of data and technology. Teachers will also be given time during the school day to meet with instructional coaches and collaborate in professional learning communities (PLCs).</p>	<p>Annually</p>	<p>Principal, Assistant Principal, teachers Educational partners and District Accountability Team,</p>	<p>Years 1-3</p>
<p>Increase percent of grades 7-8 students at/above achievement Level III on state reading and math; and at 65% or above proficiency on Integrated Algebra</p>	<p>Student personal learning plans will be designed and monitored to ensure progress. Reading levels will be monitored using Lexile levels. Additional learning time will be provided after school. Formative assessments will</p>	<p>Quarterly</p>	<p>Principal, Assistant Principal, teachers Educational partners and District Accountability Team,</p>	<p>Years 1-3</p>

<p>I in a three year period.</p>	<p>be used to gauge student learning and track progress on a monthly basis. District benchmark test scores will be monitored on a quarterly basis. Professional development for teachers will be provided in areas such as effective teaching strategies, formative assessments, and effective use of data and technology. Teachers will also be given time during the school day to meet with instructional coaches and collaborate in professional learning communities (PLCs). MCREL will lead activities around capacity building on Common Core implementation and embedding a system of data-driven instruction (DDI) / inquiry</p>		
<p>Increase school leadership capacity to effectively utilize the Annual Professional Performance Review (APPR).</p>	<p>Bank Street College will utilize professional development/training and onsite coaching to build capacity within the district support systems and structures strand around leader and teacher effectiveness using the APPR tool. School administrators will conduct 10 classroom</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, teachers Educational partners and District Accountability Team,</p>
		<p>Years 1-3</p>	

	observations monthly that are calibrated with Bank Street College coaches.			
Monitoring Plan	<p>Davis Middle School will collect data on the measurable objectives described above. Interim data and formative assessment data will be collected and analyzed to monitor progress toward annual goals. The School improvement committee and the District Turnaround Office will review these performance indicators at their regular bi-monthly performance management meetings. If outcomes are not in line with annual goals, the school improvement committee will consider modifying interventions and making adjustments in services.</p>			

iv. Goals and Key Strategies for Year Two and Year Three Implementation

The goals and key strategies for Year three Implementation are:

1. School Leadership and Organization

- School leadership team will meet regularly and will implement a distributed leadership model.
- Teacher teams will use common planning time to ensure instructional coherence, share best practices, determine and execute school climate policies and activities, and discuss data and intervention strategies for their shared cohorts of students.
- The transformation principal and STF will meet with the TDS Field Manager each quarter for a quarterly Implementation Review.

2. Instructional Improvement

- Instructional staff will implement TDS curricula where possible (ELA, US History).
- Instructional staff will implement TDS instructional strategies such as cooperative learning, teacher modeling, higher-order thinking and questioning, differentiated instruction, hands-on activities, etc. in all classes.
- Content-area teacher outside of ELA classes will use TDS practices to support students' reading in their specific content areas.
- Instructional practices and plans will be adjusted based on student achievement data.

3. School Climate and Student Supports

- School-wide attendance, behavior, and coursework policies will be in place and enforced.
- Teacher teams will establish SLC-specific school climate initiatives, incentives, celebrations, etc.
- Tiered interventions will be provided to students showing Early Warning Indicators of difficulties in the areas of attendance, behavior, and/or course performance.
- School-wide climate initiatives, incentive, and/or celebrations will be organized on a quarterly basis.
- All students will participate in quarterly Report Card conferences with a concerned adult.

4. Data Collection and Management

- Teacher teams will use one common planning period each week to review EWI and academic performance data on their shared students, identify appropriate interventions, and evaluate outcomes.
- The STF, along with the TDS School and Student Support Services facilitator, will provide ongoing support and training to school leadership and teacher teams in the use and management of data to support students and drive instruction.
- Students' attendance, behavior, course performance and standardized test performance data will be entered into the School Loop system as it becomes available.
- The transformation principal, STF, and other school leaders as designated by the principal will review school-wide data on at least a quarterly basis.

5. Professional Development and Training

- TDS instructional facilitators in math and ELA, and a TDS School and Student Support Services facilitator, will each provide two days of technical assistance each month from September 2013 through June 2014. Technical assistance may include support and training for onsite coaches and coaching, facilitation, and professional development for teachers, both individually and collectively.
- Onsite math and ELA coaches will provide ongoing support, coaching, and training to teachers in their content areas.
- Teacher teams will provide a context for peer mentoring, encouragement, and sharing of best practices.
- The STF will receive TDS STF advanced training (level II) during the summer months of 2014.
- Onsite math and ELA coaches will attend the TDS Coaches' Institute in the summer of 2014.

6. Family and Community Support

- Davis MS will participate in the National Network of Partnership Schools.
- The Parent Resource Center, school social worker, and PTA will work together to improve family and community involvement at Davis MS.
- The school website will be updated and a back-to-school newsletter will be published
- Families will be encouraged to attend quarterly student recognition activities.
- Community and local business leaders will be invited to take part in quarterly report card conferences with Davis MS students.

7. Planning

- The school leadership team will plan adjustments to school climate and student support policies in the spring of 2014, based on observed outcomes and school-wide data trends.
- Instructional staff will plan yearly goals and objectives for the 2014-2015 school year by June 2014.
- Replacement student guides and workbooks for ELA and *Mastering the Middle Grades*, as well as replacement materials as needed for extra-help labs, will be ordered by June 2014.
- During Years Two and Three, the transformation principal and STF will seek to identify other external financial partners who can provide ongoing support for the transformation model after the expiration of the SIG grant.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (06/09)**

= Required Field

Local Agency Information			
Funding Source:	SCHOOL IMPROVEMENT GRANT		
Report Prepared By:	GERTRUDE KARABAS		
Agency Name:	MOUNT VERNON CITY SCHOOL DISTRICT		
Mailing Address:	165 NORTH COLUMBUS AVENUE		
	Street		
	MOUNT VERNON	NEW YORK	10553
	City	State	Zip Code
Telephone # of Report Preparer:	(914)358-2374	County: WESTCHESTER	
E-mail Address:	GKARABAS@MTVERNONCSD.ORG		
Project Funding Dates:	9/1/2013 Start	8/31/2014 End	

INSTRUCTIONS
<ul style="list-style-type: none"> • Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. • The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. • An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. • For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,015,669
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
ELA Teachers	3.00	\$75,000	\$225,000
Math Teachers	3.00	\$75,000	\$225,000
Middle School Director of Curriculum, Instruction, & Assessment	1.00	\$115,000	\$115,000
Math Coach	1.00	\$80,000	\$80,000
Literacy Coach	1.00	\$80,000	\$80,000
Instructional Specialist for Special Education	1.00	\$80,000	\$80,000
Teachers for Extended Learning Time	1,960 hours	\$41.63/hr	\$81,594
Teachers for Training, Support, and Professional Development	2,500 hours	\$41.63/hr	\$104,075
Substitute teachers	250 days	\$100/day	\$25,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$60,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Parent Liaison	1.00	\$60,000.00	\$60,000

PURCHASED SERVICES			
Subtotal - Code 40			\$405,386
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Salaries and benefits for Talent Development School Transformation Facilitator	John Hopkins University	\$70,400/year plus benefits of \$24,992	\$95,392
Salaries and benefits for 0.25 FTE of TDS Field Manager	John Hopkins University	\$94,760/year plus benefits of \$33,640 x 25%	\$32,100
60 days of on-site Technical Assistance (six days/month for ten months)	John Hopkins University	\$2,000/day x 60 days	\$120,000
Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training level II and math and ELA onsite coaches to attend Coaches' Institute (summer 2014)	John Hopkins University	\$400/day x 5 days	\$2,000
Yearly membership fee for NNPS	John Hopkins University	\$400/year	\$400
School Loop data management system (installation)	John Hopkins University	\$5,000.00	\$5,000
Materials including \$27,950 for Student Team Literature ELA instructional materials, \$15,000 for Savvy Readers' and CATAMA extra-help labs in math and ELA, \$32,700 for TDS <i>Mastering the Middle Grades</i> student life and study skills course, and \$3,000 for TDS support materials for Hakim's <i>A History of US</i> U.S. history texts	John Hopkins University	\$27,950 + \$15,000 + \$32,700 + \$3,000	\$78,650
Indirect costs charged by JHU at 26% on salaries, benefits, School Loop and conference costs	John Hopkins University	\$134,492 x 26%	\$34,968
Two-day off-site planning retreat	hotel/conference center TBD	40 staff members x \$496.90 each	\$19,876
Translation services	Translator TBD	\$1,700/mo x 10 months	\$17,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$143,050
Description of Item	Quantity	Unit Cost	Proposed Expenditure
iPads	5.00	\$500	\$2,500
whiteboards	40.00	\$3,000	\$120,000
office computer	1.00	\$900	\$900
laptop and printer	5.00	\$2,000	\$10,000
printing costs for student brochures, handbooks, curriculum guides, and pacing guides	2500.00	\$2 - \$5/each	\$7,900
materials for parent engagement workshops	5.00	\$350/workshop	\$1,750

TRAVEL EXPENSES			
			Subtotal - Code 46
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Employee Benefits		
Subtotal - Code 80		
\$338,652		
Benefit	Proposed Expenditure	
Social Security	\$82,288	
Retirement	New York State Teachers	\$160,984
	New York State Employees	\$12,600
	Other - Pension	
Health Insurance	\$68,288	
Worker's Compensation	\$6,992	
Unemployment Insurance		
Other(Identify)		
Dental Insurance	\$7,500	

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,619,247
B.	Approved Restricted Indirect Cost Rate	2.30%
C.	Subtotal - Code 90	\$37,243

For your information, maximum direct cost base = \$1,962,757.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
			Subtotal - Code 49
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

MINOR REMODELING		
		Subtotal - Code 30
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
			Subtotal - Code 20
Description of Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$1,015,669
Support Staff Salaries	16	\$60,000
Purchased Services	40	\$405,386
Supplies and Materials	45	\$143,050
Travel Expenses	46	
Employee Benefits	80	\$338,652
Indirect Cost	90	\$37,243
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$2,000,000

Agency Code: **660900010000**

Project #: _____

Contract #: _____

Agency Name: **Mount Vernon City School District**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____ First Payment _____

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

6/6/13 _____
Date Signature

Judith Johnson, Interim Supt of Schools
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

Budget Narrative Year 1:

Funding requested for the implementing the proposed Transformation plan at Davis Middle School is directed to providing supports to carry out the Teacher Teams and the smaller learning communities, to provide a tiered student support system, curriculum and instruction with professional development. The hiring of additional teaching staff to implement the smaller learning communities that is the foundation of the Talent Development WSR model selected to support the Transformation of A B Davis Middle School. In order to provide teams of no more than 100 students per teacher caseload, the district will need to hire 6 additional teachers, 3 ELA and 3 Math. Because there is strong research to support 75% of America's high school dropouts can be identified between sixth and ninth grades by the presence of one or more indicators: poor attendance, poor behavior, and course failure in English or math. The turnaround plan calls for smaller learning communities to ensure that no student falls through the crack. **Projected cost: 6 FTE x \$75,000 = \$450,000 plus fringes at 31%.**

Another key support for the turnaround effort at AB Davis is the proposed hiring of a Middle School Director of Curriculum Instruction and Assessment for the school. The autonomy and flexibility over curriculum decisions should reside at the school level for many reasons. The school must have the opportunity to function as a sort of district operated "charter school" and this position would provide someone capable of making on-site decisions about lesson designs, assessments pacing, instructional strategies. Very often districts require principals to combine these responsibilities when they are ill-suited to do so. If the responsibilities of the turnaround principal are not defined and limited in scope, that leader may burn out or do an inadequate job. To ask a math or literacy coach to lead the instructional efforts in a school is also a common practice by principals with the net result being that the most important piece of the school improvement puzzle is distorted and misaligned. The Middle School Director of Curriculum, Instruction and Assessment will support the district's accountability efforts by being the go to person for data, assessments, tracking of meetings, minutes, agendas and the documentation of the partner activities. The inclusion of this new position does not mean that the principal's professional responsibilities are reduced; rather it means that he or she has a fighting chance to work on culture change, teacher evaluations and staff training. **Projected cost 1 FTE: \$115,000 plus fringes at 31%.**

Reporting directly to the Middle School Director of Curriculum will be the on-site math and on-site literacy coach as well as the instructional specialist for special education. These three positions are designed to provide job-embedded professional development, turn-key training, and support the data inquiry teams. These positions are also meant to help provide a tiered system of supports to teachers and students. A B Davis was cited for "all" students not making progress. JHU's Talent Development model will allow these professionals to implement a data guided, tiered student support system that uses early warning indicators and an integrated system of whole school, targeted and intensive supports to get the right intervention, to the right student, at the right time at the scale and intensity required (along with rapid recovery options when this

does not work). The culture of not differentiating supports for struggling students is ingrained at Davis Middle School and it is necessary to change the culture. Projected cost for **hiring 3 FTE's @ \$80,000 each is \$240,000 plus fringes at 31%.**

In addition to supporting the school with increased staffing levels, the turnaround plan proposes the addition of a Parent Liaison. The district does not have a parent liaison in any school and parent and family engagement activities usually falls to the principal and the reading specialists by default. This situation makes for days of unbearable discontinuity for the average principal who must spend many hours dealing with both routine and non-routine parent concerns because there is no mechanism for professionally screening and referring parents. Much of a principal's time is wasted on issues that could be resolved by a trained parent interventionist/liaison and sometimes the teacher observation process sometimes takes a backseat as reported by several principals. **Projected cost 1FTE: \$60,000 plus 31% fringes**

Cost for Extended Learning Time:

Increased instructional time and schedule redesign must be part of the reforms schools must implement if it is serious about turning around. Adding more time to the school calendar and redesigning the schedule to ensure the additional time is used well is woven throughout the U.S. Department of Education's strategy to turnaround the country's lowest-performing schools. For AB Davis, the district is proposing multiple opportunities to extend learning opportunities for students based on an individual student plan. There will be opportunities for a 4 day/1 hour breakfast and tutorials for students before school for 25 weeks. There will be opportunities for participating in a 4 day/ 20 week 2 hour afterschool enrichment program in mastering academic vocabulary and text complexity as well as STEM activities throughout the school year. Davis will run a Saturday Learning Academy for 20 weeks @ 3 hour per session. targeting struggling learners who scored at level 1 and level 2. The program will include an elective or enrichment course. For four weeks in the summer at three hours per day, there will be a transition program for incoming grade 7 students. Projected costs for providing an anticipated 1,960 hours of instruction in the extended learning time at the rate of **\$41.63/hr = \$81,594 plus 22% fringes**

Training, Support and Professional Development

Professional development to meet the student needs at Davis middle School must include training in PBIS, classroom management, the strategies and curriculum focus of the Talent Development model, curriculum alignment work, assessment development; differentiated instruction, data driven instructional decision making, technology integration for increased student engagement. In addition, JHU's Talent Development model states that central to effective implementation of Talent Development is a comprehensive professional development system anchoring the model's four pillars or turnaround strategies. With dropout prevention and intervention at the core of TDS, the professional development initiatives include ongoing assistance designed to facilitate

implementation of the TDS model for administrators, teachers, and other school support staff, such as school transformation facilitators, and instructional coaches and facilitators, working to efficiently sustain the model. School-based administrators benefit from professional development activities designed to enhance data-driven decisions, while teacher teams participate in activities intended to structure and strengthen professional learning communities. Teachers continuously benefit from layers of support targeting curriculum, instruction and assessment while engaging in reflective practices guided by a TDS instructional coach. The district realizes that the instructional staff at Davis Middle School needs to participate in no fewer than 25 hours above the regularly scheduled professional development provided during superintendent's conference days, early release days, and in PLC session. In addition, the job-embedded coaching and peer visitation model require that the school has access to substitute teachers. Projected hours needed to pay teachers outside the regular school day are approximately 2,500 x per/hr rate of **41.63 = \$104,075 plus 22% fringe benefits.**

Cost of Substitutes for job-embedded training is projected at **250 days @ \$100 per day=\$25,000**

External Partner

In order to implement the Transformation Plan for A B Davis the district proposes to partner with an external partner, Johns Hopkins University for the implementation of the Middle School Talent Development Whole School Reform Model. The model establishes small learning communities, where students are supported by a team of teachers throughout the year. Teachers have common planning time to address the needs of students and to take advantage of assets and approaches from cross-disciplinary perspectives. This student-centered team approach is fortified with what we call "acceleration" curricula that is both challenging while simultaneously building basic skills which serves to catch students up to their on-grade-level peers as quickly as possible. The model provides multiple levels of systematic professional development. These strategies include a positive climate program, extended periods, small learning communities, as well as supports that are customized and aligned to district initiatives and build on the strengths of the school and its existing reform efforts. The Talent Development Secondary Middle Grades School uses a standards- and research-based curriculum in four core subject areas as well as integrated extra help for students that need it.

Purchased Services:

Salaries: Salary for Talent Development School Transformation Facilitator at \$70,400/ year; 25% of TDS Field Manager at \$94,760/ year; plus benefits at 35.5%.

Purchased Services:

- Sixty days of on-site Technical Assistance at \$2000 per day (six days/ month for ten months). The technical assistance will be \$120,000
- Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training level II and math and ELA onsite coaches to Coaches' Institute (summer 2014) \$2,000
- Yearly membership fee for NNPS \$400
- \$5000 for School Loop data management system (installation)

Materials include

- \$27,950 for Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests
- \$15,000 for Savvy Readers' and CATAMA extra-help labs in math and ELA
- \$32,700 for TDS *Mastering the Middle Grades* student life and study skills course
- \$3,000 for TDS support materials for Hakim's *A History of US* U.S. history texts

Indirect Costs: charged by JHU at 26% on salaries, benefits, School Loop and conference cost

Cost of participating in 2 days off-site planning retreat for 40 staff members projected @ **\$19,876**

Materials and Supplies

The implementation of the classroom walkthrough tools to support learning walks requires that the Administrative Team be provided with ipads. Projected cost for 5 ipads and the classroom walkthrough application is approximately $\$500 \times 5 = \$2,500$

40 Interactive whiteboards to reduce the ratio of teachers without smart board technology. Research suggests that the use of the interactive whiteboard has been demonstrated to increase student engagement. Projected cost @ \$ 3,000 per classroom is $\$3,000 \times 40 = \mathbf{\$120,000}$

To facilitate data collection and documentation for bi-monthly monitoring:

- 1 Office Computer (\$900)
- 5 Laptops and 5 printers for the transformation leader, Middle School Director of Curriculum, Math and literacy coaches and parent liaison. Projected cost per person is \$2,000 for a total of \$10,000

Cost for printing of the student brochures, handbooks, curriculum guides and pacing guides is projected @ **\$7,900**

Costs to support 5 parent engagement workshops @ **\$350** per workshop for a projected total of **\$1,750**

Purchased services to support Transformation Model

Contracted services agreement with a translation service to support the communication of messages in multiple languages is projected at \$17,000 per year.

Cost of Fringe benefits for 11 FTE projected @ \$338,652

Indirect cost at the allowable rate of 2.3% is \$37,243

Total costs for year one equals \$2,000,000

Implementation Period, Year Two:

Staffing Support

Continue to staff A B Davis with the Middle School Director of Curriculum, Instruction and Assessment to support successful implementation of turnaround model: 1FTE Salary projected at \$120,000 plus fringes at 39%

Continue to staff AB Davis with six additional core teachers to create smaller learning communities. Six FTE salaries projected at \$462,000 plus fringes.

Continue to staff AB Davis with a Literacy Coach and a Math Coach to support job-embedded professional development and a tiered student support system @ \$82,000 each. Projected cost for 2 FTE is \$164,000 plus 39% fringes. (Title IIA)

Continue to staff AB Davis with an instructional specialist for special education to support job-embedded professional development and a tiered student support system @ \$82,000 each. Projected cost for 1 FTE is \$82,000 plus 39% fringes

Continue to staff AB Davis with a Parent Liaison. Projected cost for 1 FTE is \$63,000 plus fringes.

Continue to staff part time teachers to support the extended learning time initiatives at the same level as Year 1. Projected hours needed to pay teachers outside the regular school day are approximately 1,960 x per/hr rate of **41.63 = \$81,594 plus 22% fringe benefits.**

Cost of Substitutes for job-embedded training initiatives is projected at **250 days @ \$100 per day=\$25,000**

Continuation of Contract with JHU Talent Development to include:

Salaries: Salary for Talent Development School Transformation Facilitator at \$70,400/ year; 25% of TDS Field Manager at \$94,760/ year; plus benefits at 35.5%.

- \$1,000 for School Loop data management system (installation)

JHU's Talent Development Materials: include

- \$ 7,000 for Replacement student guides and a few new Teacher's Guides for Student Team Literature
- \$ 9,000 Replacement student workbooks for *Mastering the Middle Grades*
- \$ 8,000 for Replacement materials and magazine subscriptions for extra-help labs
- \$ 7,500 for Conferences and workshops including travel, lodging, per diem costs

- \$90,000 for 45 days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators
- *Indirect Costs*: charged by JHU at 26% on salaries, benefits, School Loop and conference costs.
- **Cost of Fringe benefits for 11 FTE projected @ \$401,857**
- **Indirect cost at the allowable rate of 2.3% is \$33,223**
- **Total costs for year two equals \$1,738,443 (\$1,500,000 from SIG; \$238,443 from Title IIA)**

Implementation Period, Year Three:

Staffing Support

Continue to staff A B Davis with the Middle School Director of Curriculum, Instruction and Assessment to support successful implementation: 1FTE Salary projected at \$120,000 plus fringes at 42% funded through General Funds

Continue to staff AB Davis with six additional core teachers to create smaller learning communities. Six FTE salaries projected at \$462,000 plus fringes. (5 from SIG; 1 from General Fund).

Continue to staff AB Davis with a Literacy Coach and a Math Coach to support job-embedded professional development and a tiered student support system @ \$82,000 each. Projected cost for 2 FTE is \$164,000 plus 42% fringes. To be funded through Title 11A allocation.

Continue to staff AB Davis with an instructional specialist for special education to support job-embedded professional development and a tiered student support system @ \$82,000 each. Projected cost for 1 FTE is \$82,000 plus 42% fringes. To be funded through IDEA.

Continue to staff AB Davis with a Parent Liaison. Projected cost for 1 FTE is \$63,000 plus fringes. To be funded through Title 1.

External Partner

These funds will be used to cover the expenses associated with the school-wide implementation of the Johns Hopkins Talent Development WSR Model.

Salaries: Annual salary for School Transformation Facilitator at \$70,400/ year, plus benefits at 35.5% @ \$24,992 total **\$95,392**

25% of TDS Field Manager at \$94,760/ year =\$23,432; plus benefits at 35.5%=\$8,319 for a total of **\$31,751**

Forty five days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators.= **\$90,000**

Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously in June) =**\$7,500**

Yearly membership for NNPS =**\$400**

\$1000 for School Loop data management system (installation)

Indirect Costs: charged by JHU at 26% on salaries, benefits, School Loop and conference costs.
@ \$35,572

Materials and Supplies

- Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School
- Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests
- Savvy Readers' and CATAMA extra-help labs in math and ELA
- TDS *Mastering the Middle Grades* student life and study skills course
- TDS support materials for Hakim's *A History of US* U.S. history texts
- Non-fiction libraries and trade books

\$42,600 (from Title I)

Supplies and tools for parent and community engagement activities

- \$4,017 Parent workshop materials, brochures, translations, refreshments, postage (Title I funded)
- **Cost of Fringe benefits for 11 FTE projected @ \$407,451**
- **Indirect cost at the allowable rate of 2.3% is \$34,423**
- **Total costs for year three equals \$1,756,998 (\$1,000,000 from SIG; \$756,998 from Title I, IIA, IDEA, and General Fund)**

Attachment A
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name CHARRLEE BROWN		Did not come in to sign.
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	6/7/13	
Type or print name JENNIFER C. YONKERS		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name Ms Jean Louis / B		Ms Jean Louis is unavailable to sign document. Has asked that Ms Cynthia Collins sign for her
Signature (in blue ink)		
Type or print name Missue Jean Louis / B		

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min		78,000	78,000	90,000	90,000	90,000
b. Student participation in State ELA assessment	%		95%	95.51	96%	97%	98%
c. Student participation in State Math assessment	%		95%	96.63	97%	98%	99%
d. Drop-out rate	%		3%	0			
e. Student average daily attendance	%		89%	92.86	93%	94%	95%
f. Student completion of advanced coursework	N/A			N/A			
g. Suspension rate	%		11%	15.25	10%	8%	5%
h. Number of discipline referrals	num		117	209	135	125	85
i. Truancy rate	%		14%	29.98	20%	15%	10%
j. Teacher attendance rate	%		89%	92%	94%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%		75%	55%	65%	69%	72%
l. Hours of professional development to improve teacher performance	num		40 hours	40 hrs	80 hours	80 hours	80 hours
m. Hours of professional development to improve leadership and governance	num		16 hours	16%	40 hours	40 hours	40 hours
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		12 hours	12%	30 hours	30 hours	30 hours
II. Academic Indicators							
o. ELA performance index (estimated)	PI			115	135	145	155
p. Math performance index (estimated)	PI			101	126	146	165
q. Student scoring "proficient" or higher on ELA assessment	%			28%	43%	58%	73%
r. Students scoring "proficient" or higher on Math assessment	%			26%	41%	56%	71%
s. Average SAT score	score			0			
t. Students taking PSAT	num			0			
u. Students receiving Regents diploma with advanced designation	%			0			
v. High school graduation rate	%			0			
w. Ninth graders being retained	%			0			
x. High school graduates accepted into two or four year colleges	%			0			

Attachment C
Evidence of Partner Effectiveness Chart

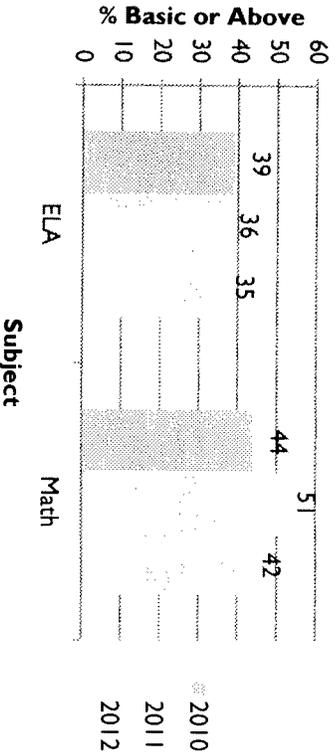
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Talent Development Secondary: a whole-school reform organization based at Johns Hopkins University School of Education, providing technical assistance, professional development, and instructional materials to help low-performing schools use data and instructional reforms to maximize student achievement and create a culture and climate of learning and respect	<ol style="list-style-type: none"> 1. Broadmoor Middle School, East Baton Rouge, LA 2. Capitol Middle School, East Baton Rouge, LA 3. Clinton Middle School, Los Angeles, CA 4. Liechty Middle School, Los Angeles, CA 5. Miami Edison Middle School, Miami, FL 6. Miami Jackson High School, Miami, FL 7. Aki Kurose Middle School, Seattle, WA 8. Denny International Middle School, Seattle, WA 9. Ruffner Academy Middle School, Norfolk, VA 10. McCormack Middle School, Boston, MA 	<ol style="list-style-type: none"> 1. Mr. Gavin Lewis, 225-272-0540 2. Ms. Viola Jackson, 225-231-9292 3. Ms. Sissy O'Reilly, 323-235-7200 4. Ms. Helen Carrillo, 213-989-1200 5. Mr. Keith Anderson, 305-754-4683 6. Mr. Carlos Rios, Jr. 305-634-2621 7. Ms. Mia Williams, 206-252-7700 8. Mr. Jeff Clark, 206-252-9000 9. Mr. Richard Fraley, 757-628-2466 10. Mr. Michael Sabin, 617-635-8657
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Yearly School Test Results

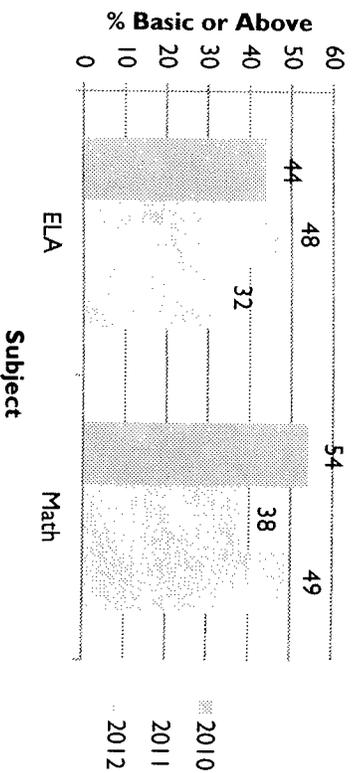
Data from greatschools.org

Broadmoor Middle School iLEAP & LEAP Results

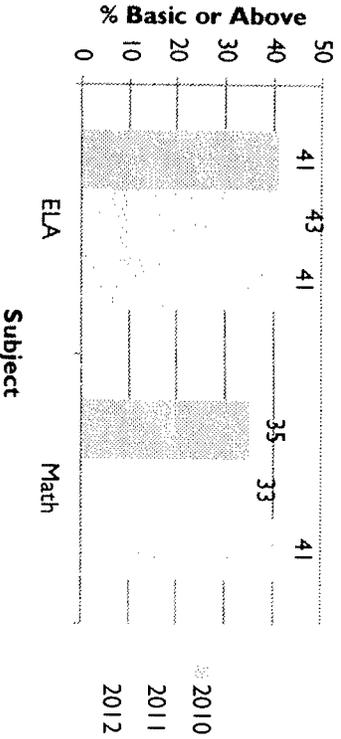
Broadmoor Middle School Grade 6 iLEAP Scores



Broadmoor Middle School Grade 7 iLEAP Scores



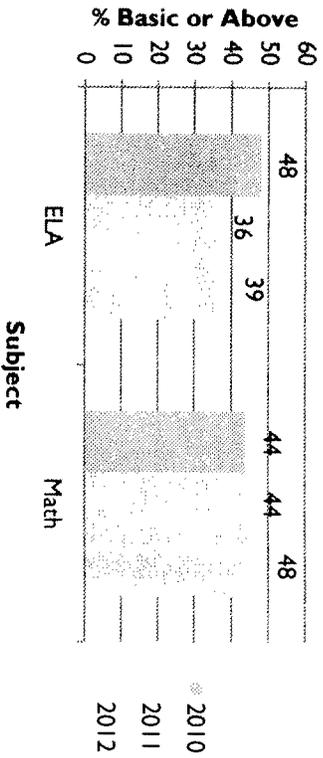
Broadmoor Middle School Grade 8 LEAP Scores



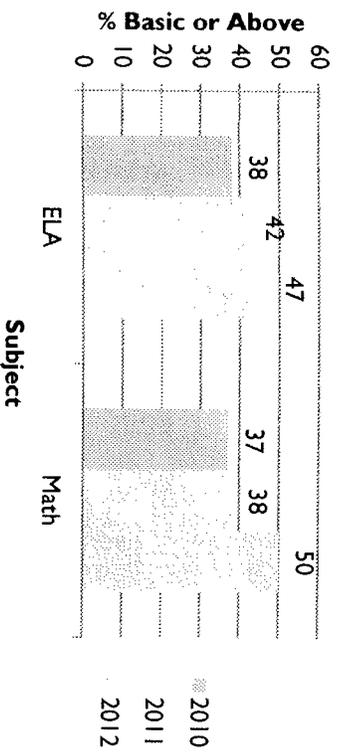
First Year of TDS Implementation : 2011-12

Capitol Middle School iLEAP and LEAP Results

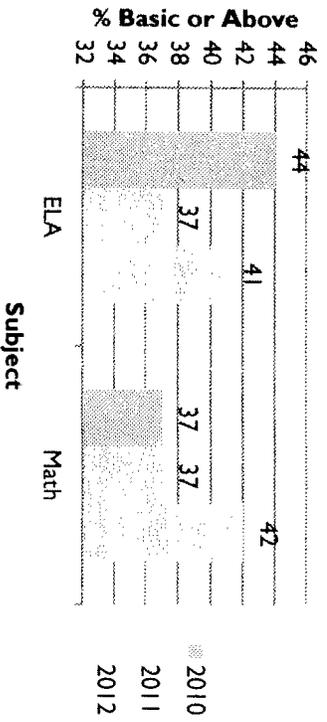
Capitol Middle School Grade 6 iLEAP Results



Capitol Middle School Grade 7 iLEAP Results



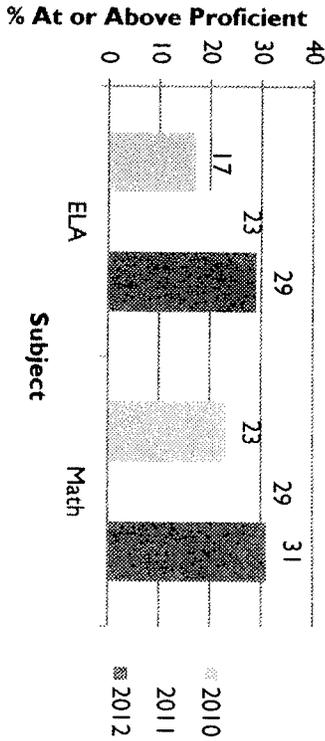
Capitol Middle School Grade 8 LEAP Results



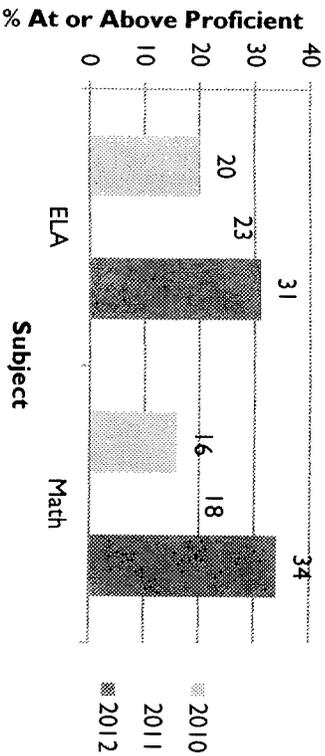
First Year of TDS Implementation : 2011-12

Clinton Middle School CST Results

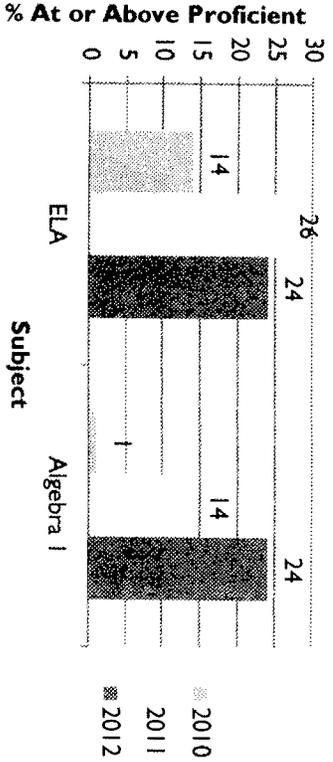
Clinton Middle School Grade 6 CST Results



Clinton Middle School Grade 7 CST Results



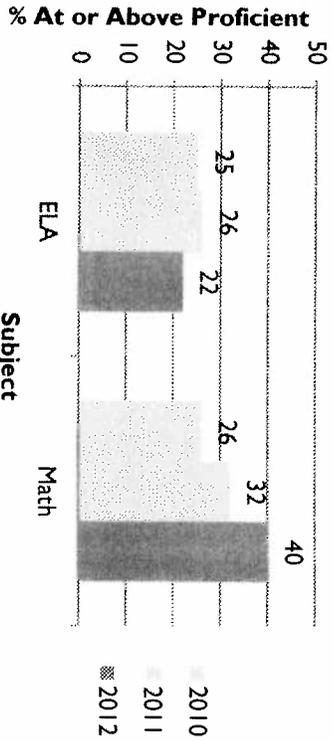
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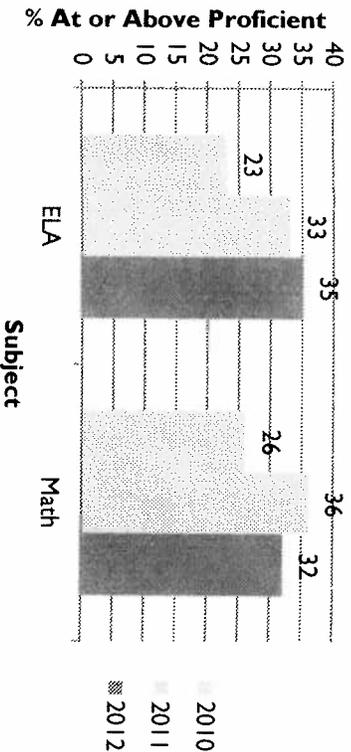
First Year of TDS Implementation : 2011-12

Liechty Middle School CST Results

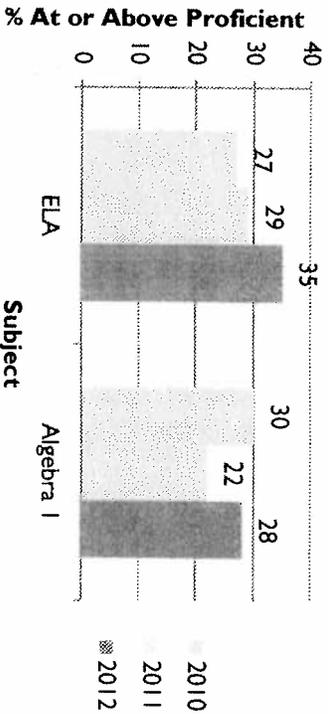
Liechty Middle School Grade 6 CST Scores



Liechty Middle School Grade 7 CST Scores



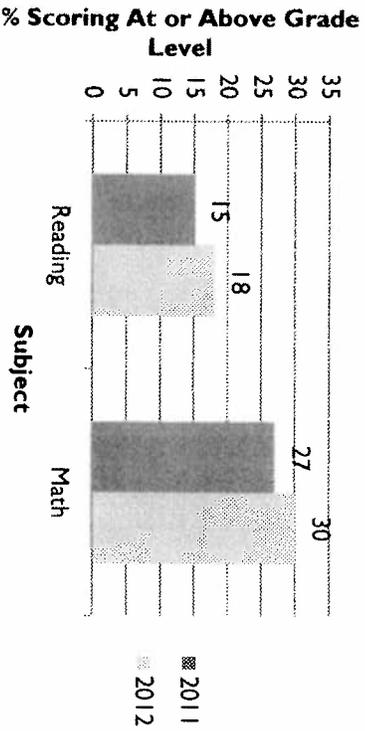
Liechty Middle School Grade 8 CST Scores



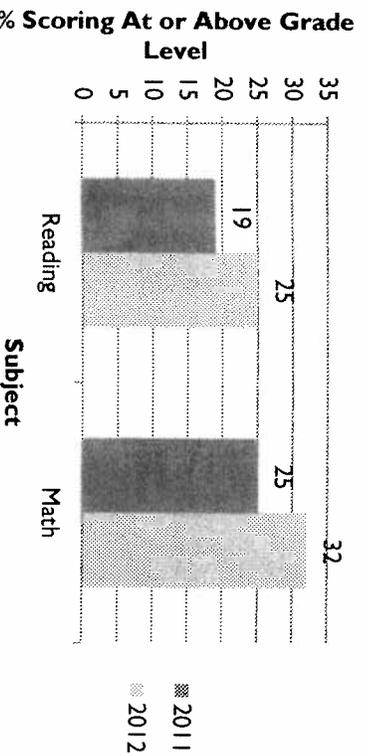
First Year of TDS Implementation : 2010-11

Miami Edison Middle School FCAT 2 Results

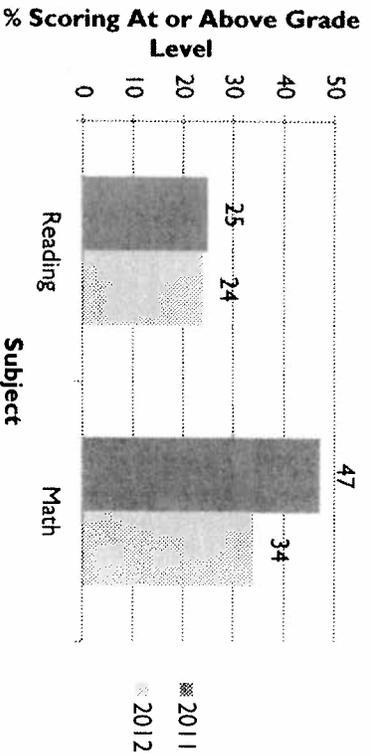
Miami Edison Middle School Grade 6 FCAT 2 Results



Miami Edison Middle School Grade 7 FCAT 2 Results



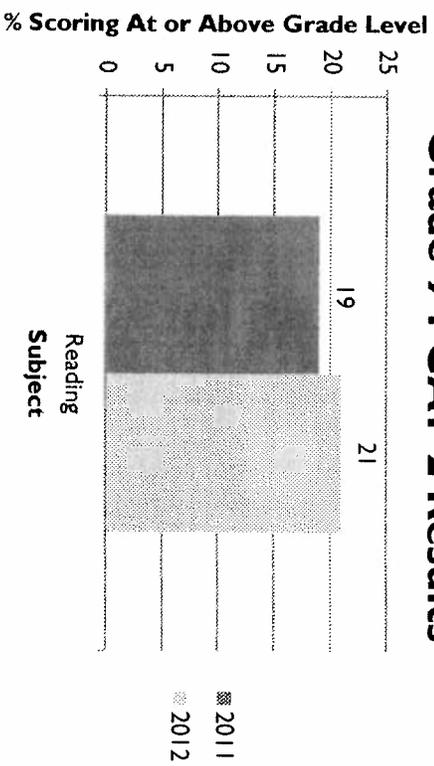
Miami Edison Middle School Grade 8 FCAT 2 Results



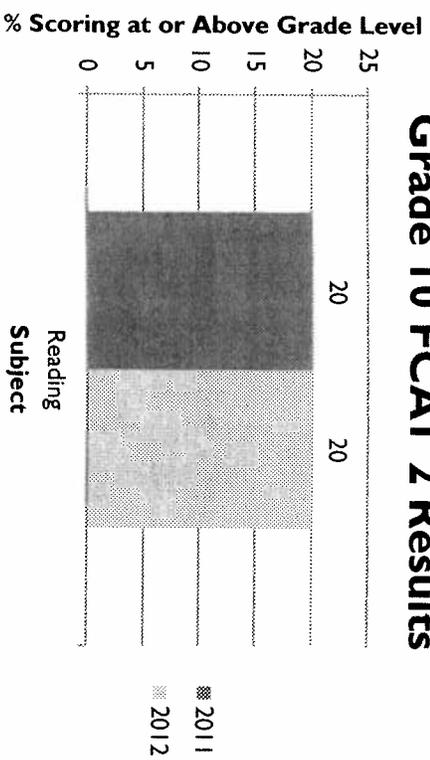
First Year of TDS Implementation : 2011-12

Miami Jackson High School FCAT 2 Results

Miami Jackson High School Grade 9 FCAT 2 Results



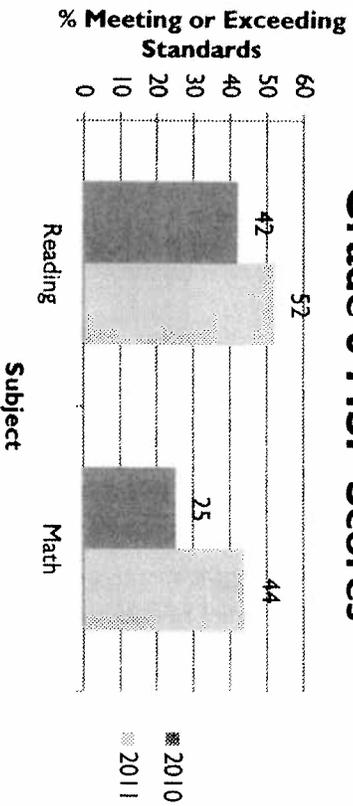
Miami Jackson High School Grade 10 FCAT 2 Results



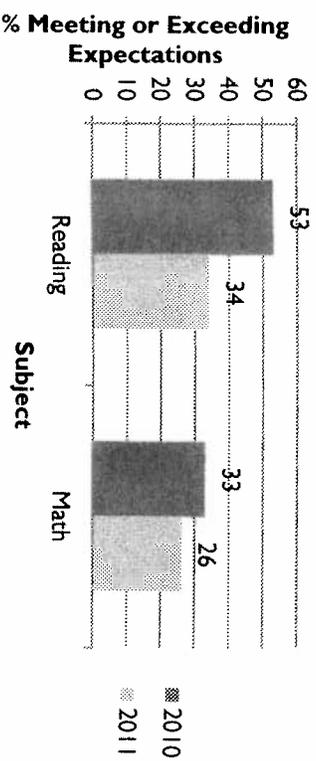
First Year of TDS Implementation : 2010-11

Aki Kurose Middle School MSP Results

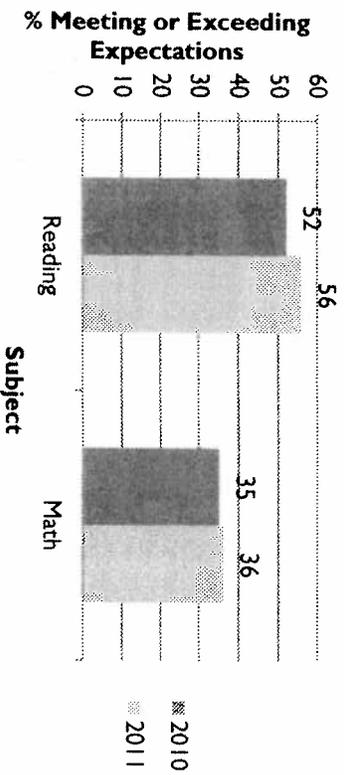
Aki Kurose Middle School Grade 6 MSP Scores



Aki Kurose Middle School Grade 7 MSP Scores



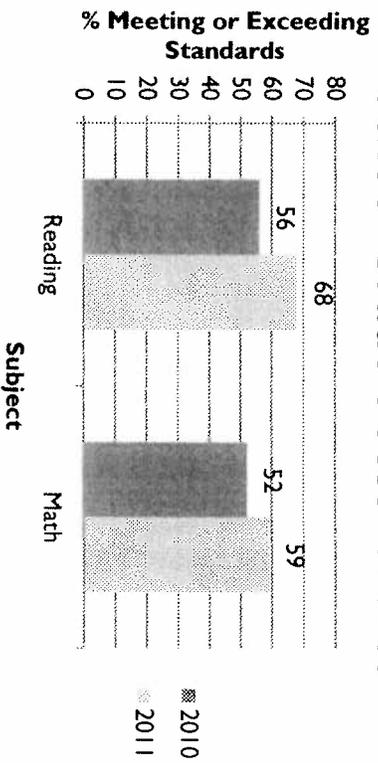
Aki Kurose Middle School Grade 8 MSP Scores



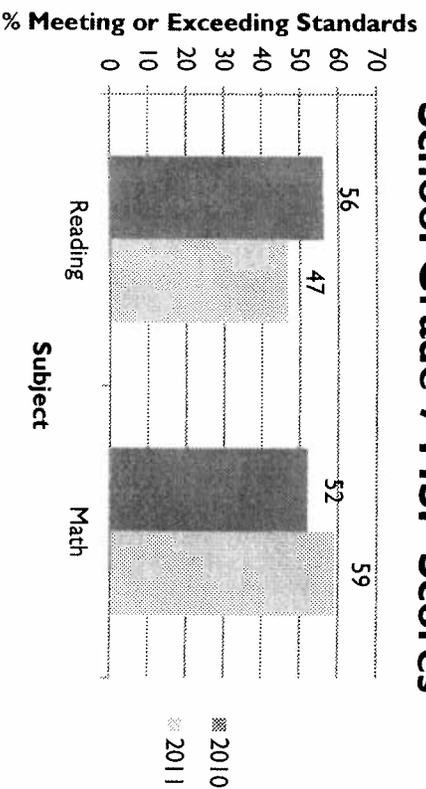
First Year of TDS Implementation : 2009-10

Denny International Middle School MSP Results

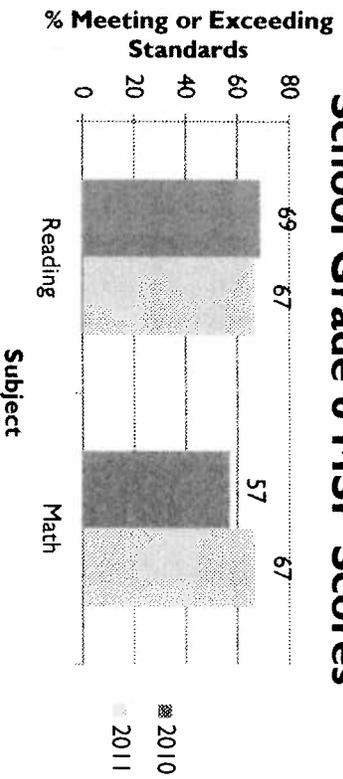
Denny International Middle School Grade 6 MSP Scores



Denny International Middle School Grade 7 MSP Scores



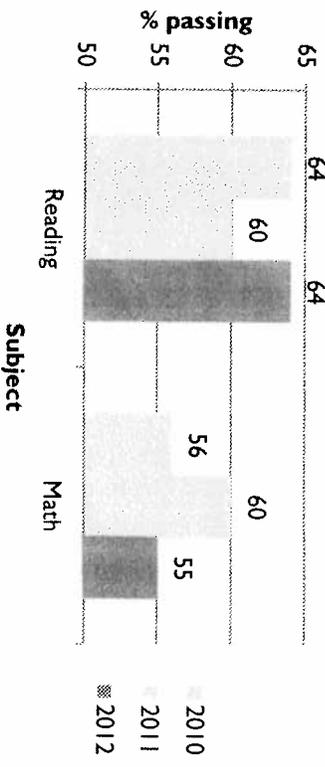
Denny International Middle School Grade 8 MSP Scores



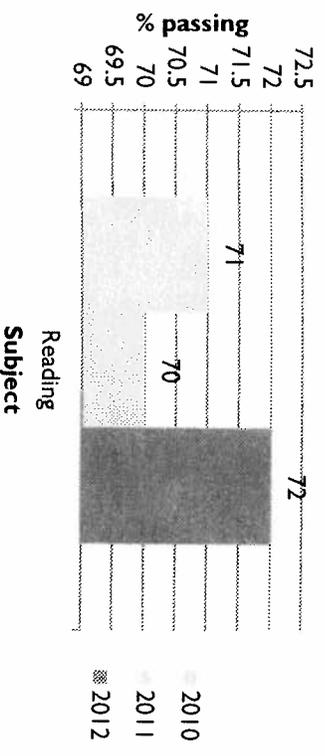
First Year of TDS Implementation : 2009-10

Ruffner Middle School SOL Results

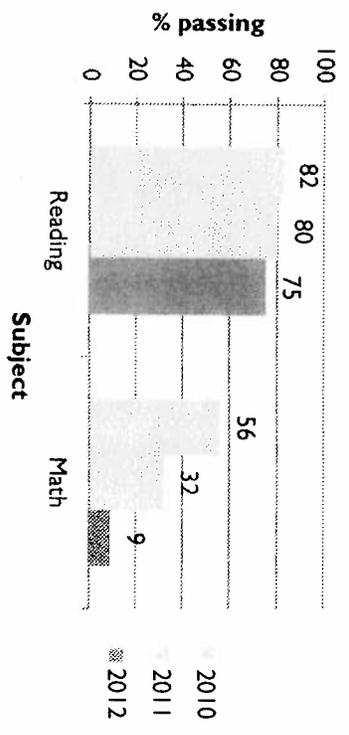
Ruffner Middle School Grade 6 SOL Results



Ruffner Middle School Grade 7 SOL Results



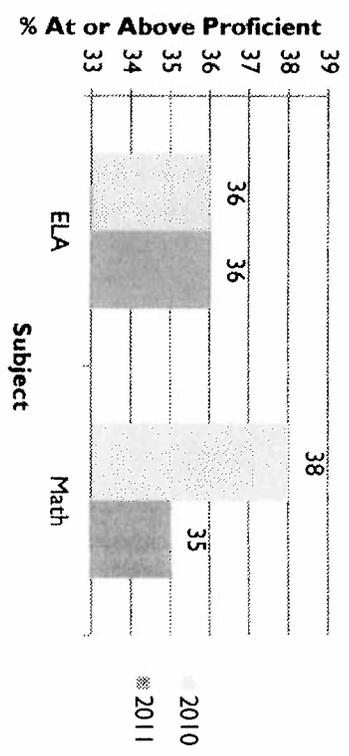
Ruffner Middle School Grade 8 SOL Results



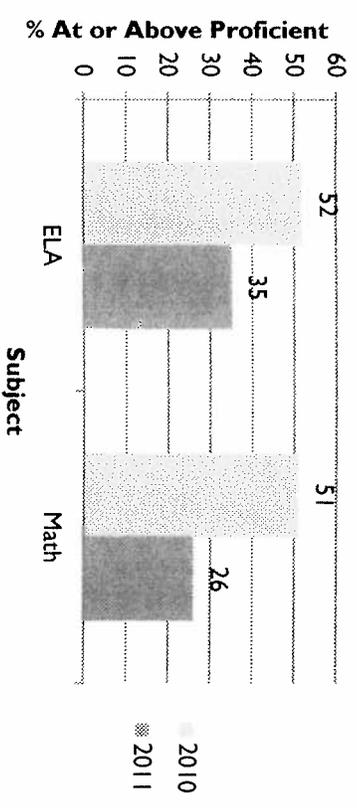
First Year of TDS Implementation : 2010-11

McCormack Middle School MCAS Results

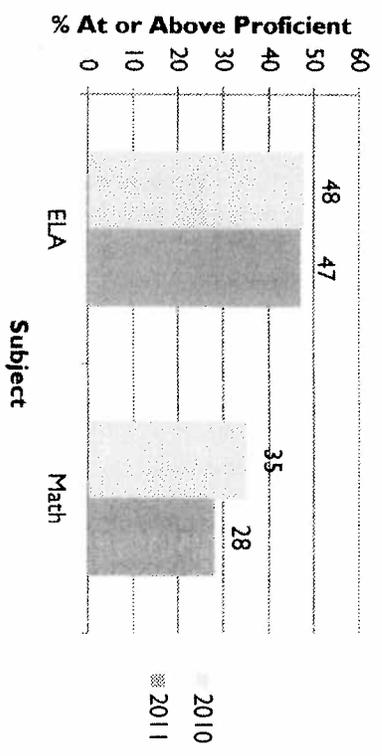
McCormack Middle School Grade 6 MCAS Results



McCormack Middle School Grade 7 MCAS Results



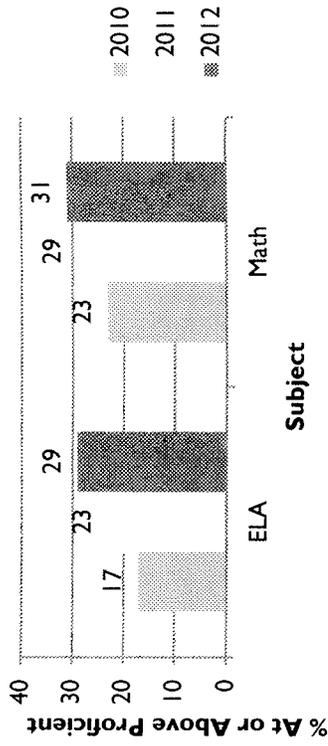
McCormack Middle School Grade 8 MCAS Results



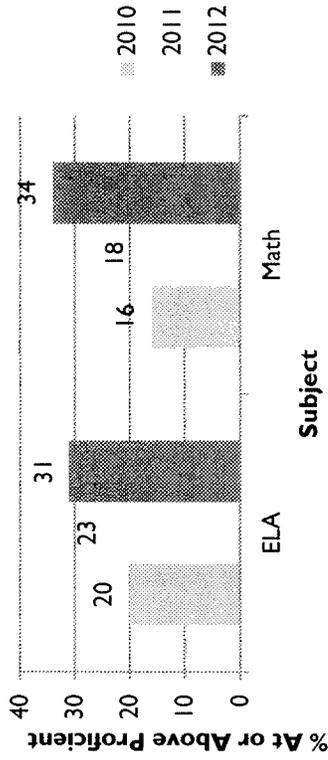
First Year of TDS Implementation : 2011-12

Clinton Middle School CST Results

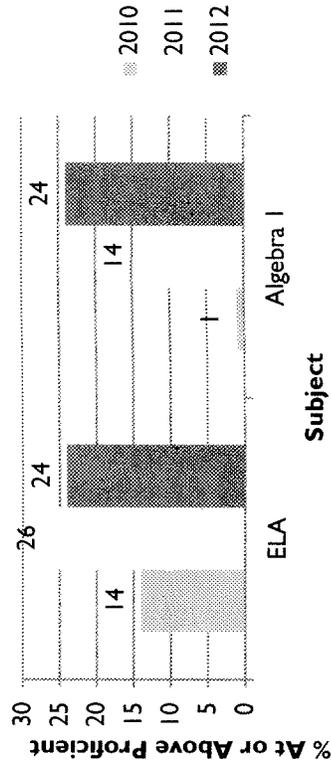
Clinton Middle School Grade 6 CST Results



Clinton Middle School Grade 7 CST Results



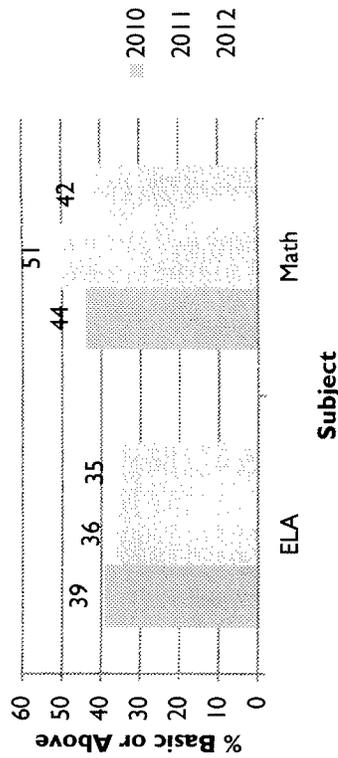
Clinton Middle School Grade 8 CST Results



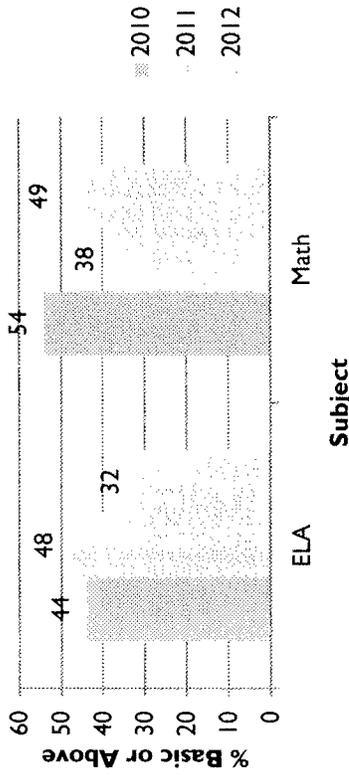
First Year of TDS Implementation : 2011-12

Broadmoor Middle School iLEAP & LEAP Results

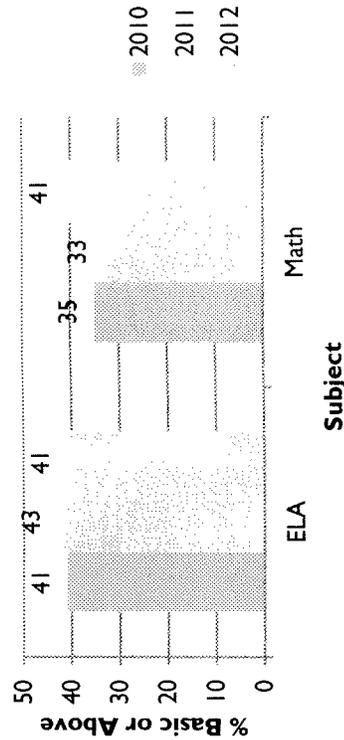
Broadmoor Middle School Grade 6 iLEAP Scores



Broadmoor Middle School Grade 7 iLEAP Scores



Broadmoor Middle School Grade 8 LEAP Scores



First Year of TDS Implementation : 2011-12

Attachment D - (1003g) Budget Summary Chart

Agency Code	6	6	0	9	0	0	0	1	0	0	
Mount Vernon City School District											
Year 1 Period											
(July 1, 2013 - August 31, 2014)											
Categories	Code	Costs						Code	Costs		
Professional Salaries	15	\$1,015,669						15	\$770,594		
Support Staff Salaries	16	\$60,000						16	\$63,000		
Purchased Services	40	\$405,386						40	\$302,750		
Supplies and Materials	45	\$143,050						45	\$3,019		
Travel Expenses	46	\$0						46	\$0		
Employee Benefits	80	\$338,652						80	\$332,775		
Indirect Cost (IC)	90	\$37,243						90	\$27,862		
BOCES Service	49	\$0						49	\$0		
Minor Remodeling	30	\$0						30	\$0		
Equipment	20	\$0						20	\$0		
Total		\$2,000,000						Total	\$1,500,000		
Year 2 SIG											
(September 1, 2014 - August 31, 2015)											
Categories	Code	Costs						Code	Costs		
Professional Salaries	15	\$164,000						15	\$164,000		
Support Staff Salaries	16	\$0						16	\$0		
Purchased Services	40	\$0						40	\$0		
Supplies and Materials	45	\$0						45	\$0		
Travel Expenses	46	\$0						46	\$0		
Employee Benefits	80	\$69,082						80	\$69,082		
Indirect Cost (IC)	90	\$5,361						90	\$5,361		
BOCES Service	49	\$0						49	\$0		
Minor Remodeling	30	\$0						30	\$0		
Equipment	20	\$0						20	\$0		
Total		\$238,443						Total	\$238,443		

Year 3 SIG											
(September 1, 2015 - August 31, 2016)											
Categories	Code	Costs						Code	Costs		
Professional Salaries	15	\$505,000						15	\$404,594		
Support Staff Salaries	16	\$0						16	\$63,000		
Purchased Services	40	\$264,310						40	\$34,000		
Supplies and Materials	45	\$0						45	\$46,617		
Travel Expenses	46	\$0						46	\$0		
Employee Benefits	80	\$213,520						80	\$191,767		
Indirect Cost (IC)	90	\$17,170						90	\$17,019		
BOCES Service	49	\$0						49	\$0		
Minor Remodeling	30	\$0						30	\$0		
Equipment	20	\$0						20	\$0		
Total		\$1,000,000						Total	\$756,997		
Year 3 Other Funds											
(September 1, 2015 - August 31, 2016)											
Categories	Code	Costs						Code	Costs		
Professional Salaries	15	\$2,859,857						15	\$2,859,857		
Support Staff Salaries	16	\$186,000						16	\$186,000		
Purchased Services	40	\$1,006,446						40	\$1,006,446		
Supplies and Materials	45	\$192,686						45	\$192,686		
Travel Expenses	46	\$0						46	\$0		
Employee Benefits	80	\$1,145,796						80	\$1,145,796		
Indirect Cost (IC)	90	\$104,655						90	\$104,655		
BOCES Service	49	\$0						49	\$0		
Minor Remodeling	30	\$0						30	\$0		
Equipment	20	\$0						20	\$0		
Total		\$5,495,440						Total	\$5,495,440		

SIG Budget					
	Year 1	Year 2		Year 3	
	SIG	SIG	Other Funds (Title IIA)	SIG	Other Funds (Title I, IIA, IDEA, & Gen Fund)
Salaries					
6 teachers	\$ 450,000	\$ 462,000		\$ 385,000	\$ 77,000
MS Dir of C&I	\$ 115,000	\$ 120,000		\$ 120,000	
MS math coach	\$ 80,000		\$ 82,000		\$ 82,000
MS literacy coach	\$ 80,000		\$ 82,000		\$ 82,000
MS instr specialist for SE	\$ 80,000	\$ 82,000			\$ 82,000
Parent liaison	\$ 60,000	\$ 63,000			\$ 63,000
Extended learning time	\$ 81,594	\$ 81,594			\$ 81,594
PD	\$ 104,075	\$ -			
Subs	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -
total salaries	\$ 1,075,669	\$ 833,594	\$ 164,000	\$ 505,000	\$ 467,594
Employee Benefits					
social security	\$ 82,288	\$ 63,770	\$ 12,546	\$ 38,633	\$ 35,771
teacher retirement	\$ 160,984	\$ 134,207	\$ 29,520	\$ 90,900	\$ 72,827
civ serv retirement	\$ 12,600	\$ 13,230	\$ -	\$ -	\$ 13,230
workers' comp	\$ 6,992	\$ 5,418	\$ 1,066	\$ 3,288	\$ 3,039
dental	\$ 7,500	\$ 12,650	\$ 2,950	\$ 8,700	\$ 6,900
health ins	\$ 68,288	\$ 103,500	\$ 23,000	\$ 72,000	\$ 60,000
	\$ 338,652	\$ 332,775	\$ 69,082	\$ 213,520	\$ 191,767
Purchased Services					
John Hopkins University					
salaries and benefits	\$ 127,492	\$ 127,492		\$ 127,143	
technical assistance	\$ 120,000	\$ 90,000		\$ 90,000	
conference costs	\$ 2,000	\$ 7,500		\$ 7,500	
NNPS membership fees	\$ 400	\$ 400		\$ 400	
School Loop data mgmt system	\$ 5,000	\$ 1,000		\$ 1,000	
materials	\$ 78,650	\$ 24,000		\$ -	\$ 20,000
indirect cost	\$ 34,968	\$ 35,358	\$ -	\$ 35,267	\$ -
	\$ 368,510	\$ 285,750	\$ -	\$ 261,310	\$ 20,000
2 day planning retreat	\$ 19,876	\$ -		\$ -	
Translation services	\$ 17,000	\$ 17,000	\$ -	\$ 3,000	\$ 14,000
	\$ 405,386	\$ 302,750	\$ -	\$ 264,310	\$ 34,000
Materials & Supplies					
Instructional materials				\$ -	\$ 42,600
5 iPads	\$ 2,500	\$ -		\$ -	
40 whiteboards	\$ 120,000	\$ -		\$ -	
office computer	\$ 900	\$ -		\$ -	
5 laptops and 5 printers	\$ 10,000	\$ -		\$ -	
printing costs	\$ 7,900	\$ -		\$ -	
parent engagement workshops	\$ 1,750	\$ 3,019	\$ -	\$ -	\$ 4,017
	\$ 143,050	\$ 3,019	\$ -	\$ -	\$ 46,617
Indirect Cost	\$ 37,243	\$ 27,862	\$ 5,361	\$ 17,170	\$ 17,019
Total	\$ 2,000,000	\$ 1,500,000	\$ 238,443	\$ 1,000,000	\$ 756,998

that no employee shall receive both injury benefits and sick leave benefits for the same period of disability.

ARTICLE III GENERAL WORKING CONDITIONS

A. SCHOOL YEAR

The work year shall be 184 days (180 student contact and 4 Staff Development). However, as part of the regular work year all unit members hired after 7/1/05 shall be required to attend up to two (2) days of orientation without pay, if scheduled by the District. These days shall be scheduled prior to the start of his/her first year of employment only. Staff development day programs shall be jointly planned by the Federation and administration. A joint committee of Federation and administration representatives shall agree on a school calendar.

B. TEACHERS' WORK DAY

1. Subject to Paragraphs 2-10 below, the workday for teachers shall be as follows:

Elementary Classroom Teachers (K-6)	6 hours 55 min.
Elementary Guidance Counselors	6 hours 55 min.
Elementary Social Workers	6 hours 55 min.
Secondary Classroom Teachers (7-12)	7 hours 5 min.
Secondary Guidance Counselors	7 hours 30 min.
Secondary Social Workers	7 hours 30 min.
Attendance Teachers	7 hours 30 min.
Psychologists	7 hours 30 min.
2. The Federation and the District recognize that teachers have responsibilities, such as assisting pupils or conferring with parents or administrative officials, which may require service beyond the typical work day as specified above.
3. Staff development days shall start no earlier than 8:30 a.m. and end no later than 3:15 p.m., and shall include a one hour lunch period. A preparation period is not mandatory on such days.
4. The workday on test days, Regents days, emergencies or other unusual circumstances may be extended if necessary. Such extensions must be for

must be for good cause and not to evade the spirit of this Agreement. A good faith effort on the part of the administration to keep such instances to a minimum should be made.

5. Lunch time, preparation time, receiving time and time between pupil dismissal and teacher departures are included in (1) above.
6. Attendance teachers and social workers who are required to make home visits outside the work day above shall receive either compensatory time off the regular work day or compensation at their hourly rate.
7. For 2007-2008, sign-in time for teachers at the Middle Schools and High Schools shall continue at the current times. Sign-out times for teachers shall be 7 hours and 5 minutes later. Student reporting and dismissal times at the Middle Schools and High Schools shall remain at the current times.
8. For 2008-2009, the parties will jointly agree by June 15, 2008 to any changes in teacher sign-in and sign-out times and student reporting and dismissal times. However, these schedule changes shall not result in any additional student contact time.
9. Sign-in for teachers at the elementary schools shall be 8:20 a.m. Students shall report at 8:30 a.m. The student instructional day shall begin at 8:50 a.m. and the students shall be dismissed at 3:00 p.m. Teachers shall sign-out at 3:10 p.m. The elementary day shall consist of seven (7) teaching periods, one (1) teacher directed preparation period, and a one (1) hour duty-free lunch period.
10. All teachers may sign-out on Fridays and days before a vacation at student dismissal time. "Vacation" shall only apply to the adopted school calendar vacations of Thanksgiving, Christmas, mid-winter break, and spring break.

C. TEACHING CONDITIONS

1. No teacher shall be required to teach outside of his/her area or areas of certification except as set forth in the Commissioner's Regulations.
2. Where ability grouping is present in school, assignments of teachers to classes of gifted, bright, average and difficult subject classes will be made considering teacher preference and teacher preparation in his or her discipline.

3. Every effort shall be made to give the teacher the opportunity to teach at more than one level.
4. The administration shall strive to program secondary classroom teachers for not more than twenty-five (25) teaching and five (5) periods of building assignment or student supervision per week of five (5) working days in a thirty-five (35) period week excluding lunch.
5. Middle schools shall have a maximum of 42 minutes per-period with no extension of the current workday as described in Article III, Section B, Paragraph 1.
6. The programmed week in the secondary school shall consist of thirty-five (35) periods for an eight (8) period day or forty (40) periods for a nine (9) period day, exclusive of lunch. Classroom teachers may be assigned to building assignments or student supervision for the remainder of the thirty-five (35) period week for an eight (8) period day or forty (40) periods for a nine (9) period day consistent with the above paragraphs.
7. Every effort shall be made to schedule no more than three consecutive teaching assignments at the secondary level.
8. The number of different rooms in which assignments occur should be held to the absolute minimum.
9. The number of lesson preparations should be kept at the minimum consistent with the nature of the subject, the size of the department, the special offerings of the department and special requests of teachers, but in no event more than 3 lesson preparations except for any teacher who has agreed to teach more than 3.
10. A teacher who travels from building to building within the Mount Vernon City Schools shall not be assigned homeroom duty.
11. A teacher who travels between rooms within a single building in the Mount Vernon schools shall be known as a roving teacher. Every effort will be made to eliminate roving teachers from homeroom assignments.
12. Nothing in this Agreement shall be construed to prohibit the Board from changing the number and duration of periods and/or assigning a different number of periods to teachers, provided that such changes do not increase the total workday or the amount of actual teaching time, or decrease the preparation time provided by this Agreement. Minor or irregular differences

in duration of periods, such as those due to assembly programs, shall be a violation or an inequitable application of the terms of this Agreement.

D. EXTRA PERIOD COMPENSATION

Secondary classroom teachers assigned more than twenty-five (25) teaching periods per week on a regular basis shall have their total assignment adjusted as follows:

Middle and High School (35 periods excluding lunch)

- 26 teaching periods-minimum of 6 preparation periods
- 27 teaching periods-8 preparation periods
- 28 teaching periods-7 preparation periods, plus adjustment of total building assignment, such as no assignment to a homeroom

Middle and High School (40 periods excluding lunch)

- 26 teaching periods-minimum of 6 preparation periods
- 27 teaching periods-8 preparation periods
- 28 teaching periods-10 preparation periods

Vocational teachers may be programmed for up to thirty (30) teaching periods per week. No assignment to a homeroom shall be given to vocational teachers teaching twenty-nine (29) periods or more.

Teachers may volunteer to teach in excess of 28 periods per week, to a maximum of 30. When scheduling does not permit total assignment adjustment contractual language for Middle School and Senior High School, payment shall be as follows:

- Periods 26 and 27 will be paid at a pro-rated contractual hourly rate
- Periods 28, 29 and 30 will be paid at 12.5% of the employee's daily salary per period. The daily rate is 1/200th of the employee's annual salary. The maximum rate is set at MA Step 15.

E. BLOCK SCHEDULING

1. There must be prior consultation and notice given to the MVTI switching between the contractual period language, Option 1, Option 2, or Option 3. Should the District decide to implement block scheduling

scheduling in the high schools rather than periods, one of the following options shall be utilized:

Option 1

- 1075 minutes per week of student contact
- 215 minutes per week of preparation periods (no less than 43 minutes per day)
- 215 minutes per week of duty free lunch (no less than 43 minutes per day)
- 430 minutes per week of assigned duties

Option 2

- 1204 minutes per week of student contact
- 387 minutes per week of preparation periods (no less than 43 minutes per day)
- 215 minutes per week of duty free lunch (no less than 43 minutes per day)
- 86 minutes per week of assigned duties
- 43 minutes per week of common planning

Prior to implementation, there shall be Union chosen representation on the high school scheduling committee. Every effort shall be made to schedule no more than 3 consecutive teaching periods (i.e. 129 minutes) at the secondary level.

Option 3 shall contain three possible schedules: (for Mount Vernon High School only)

Minutes per week	Option 3A	3B	3C
Student Contact	975	1170 (includes tutorial)	1170
Prep	195	390	390
Lunch	195	195	195
Duty (building duty or common planning)	585	195	195
	No more than 117 consecutive student contact minutes	No more than 117 consecutive student contact minutes	- This option is only used for 3 double periods - No more than 156 consecutive student contact minutes

Conditions for Option 3: Tutorials shall be included as "student contact" and shall be defined and implemented through a joint union/management committee; subbing for absent teachers is voluntary and shall be paid at the contractual hourly rate prorated; unit members shall receive no less than 39/mins. per day for lunch and 39 mins. per day prep time.

2. A Pilot Program Review Committee (PPRC) will be formed of an equal number of Administrators and MVFT appointed teachers. The committee will meet monthly to review the pilot schedule/program. On February 15th and May 15th the PPRC will make recommendations to the District Superintendent or his/her designee on the program effectiveness.

3. The positions of coaches, team leader or similar positions to be held by members of the bargaining unit shall be subject to contract language on "vacancies" and filled only with unit members who are recommended by the PPRC Compact Committee to the Superintendent.

4. During the pilot program, class size shall not exceed Board policy recommendations. The District shall make every effort to adhere to the SED recommendations that the ratio of resource or inclusion students to general ed students in a class shall not exceed the ratio of resource or inclusion students to general ed students in the District.

F. PREPARATION PERIODS

The District shall forebear during the term of this Agreement from assigning preparation periods outside of the student instructional day. All secondary classroom teachers shall be programmed for at least five (5) preparation periods per week of five working days. All elementary school teachers shall be accorded five (5) preparation periods per week on separate days, within the present instructional day. Preparation periods are intended to be taken inside the assigned building unless prior notice is given to the building principal/designee.

G. AUDIO-VISUAL AIDS COORDINATORS

1. The audio-visual aids coordinator in each elementary school shall have minimum of one (1) audio-visual period per week, free of other assignments, for each twenty-five (25) teachers, or fraction thereof, to a maximum of five (5) A.V. periods a week.

2. The audio-visual aids coordinator in each middle school and each secondary school shall have a minimum of one (1) audio-visual period per week, free of other assignments, for each twenty (20) teachers, or fraction thereof. The exception to this being in those buildings where the audio-visual aids coordinator has been freed of all other assignments and devotes himself/herself entirely to audio-visual aids, as in the high school.

JOHNS HOPKINS
UNIVERSITY

Research Projects Administration

Wyman Park Bldg. W400 / 3400 N. Charles Street
Baltimore, MD 21218-2686
410-516-8668 | Fax 410-516-7775

January 24, 2013

Gertrude Karabas
Assistant Superintendent
Mount Vernon City School District
165 N. Columbus Ave
Mount Vernon, NY 10553

Subject: Implement the Transformation whole-school reform model at A.B. Davis
Middle School

Dear Mrs. Karabas:

The Johns Hopkins University looks forward to participating in the project entitled "Implement the Transformation whole-school reform model at A.B. Davis Middle School." Dr. Robert Balfanz, Principal Investigator, is an established researcher in this subject area and an experienced project manager.

The appropriate programmatic and administrative personnel of the institution involved in this application are aware of Mount Vernon City School District policy and are prepared to establish the necessary inter-institutional agreements consistent with that policy. However, the University reserves the right to negotiate the terms, conditions and provisions included in the subcontract prior to acceptance of an agreement.

All administrative correspondence, including any subcontract documents, should be directed to this office. If you have any questions or concerns or need any further information, please contact Marge Trefill at (410) 516-4093 or mtrefill@jhu.edu. Thank you for your assistance.

Sincerely,

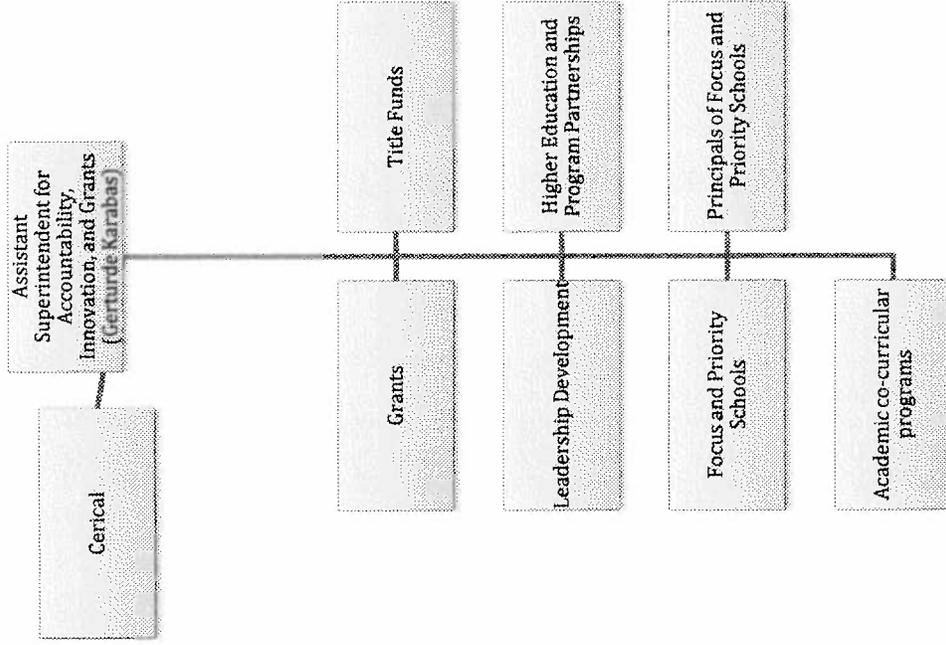


Marge Trefill
Contracts Associate

MOUNT VERNON CITY SCHOOL DISTRICT
ORGANIZATIONAL STRUCTURE - ACCOUNTABILITY

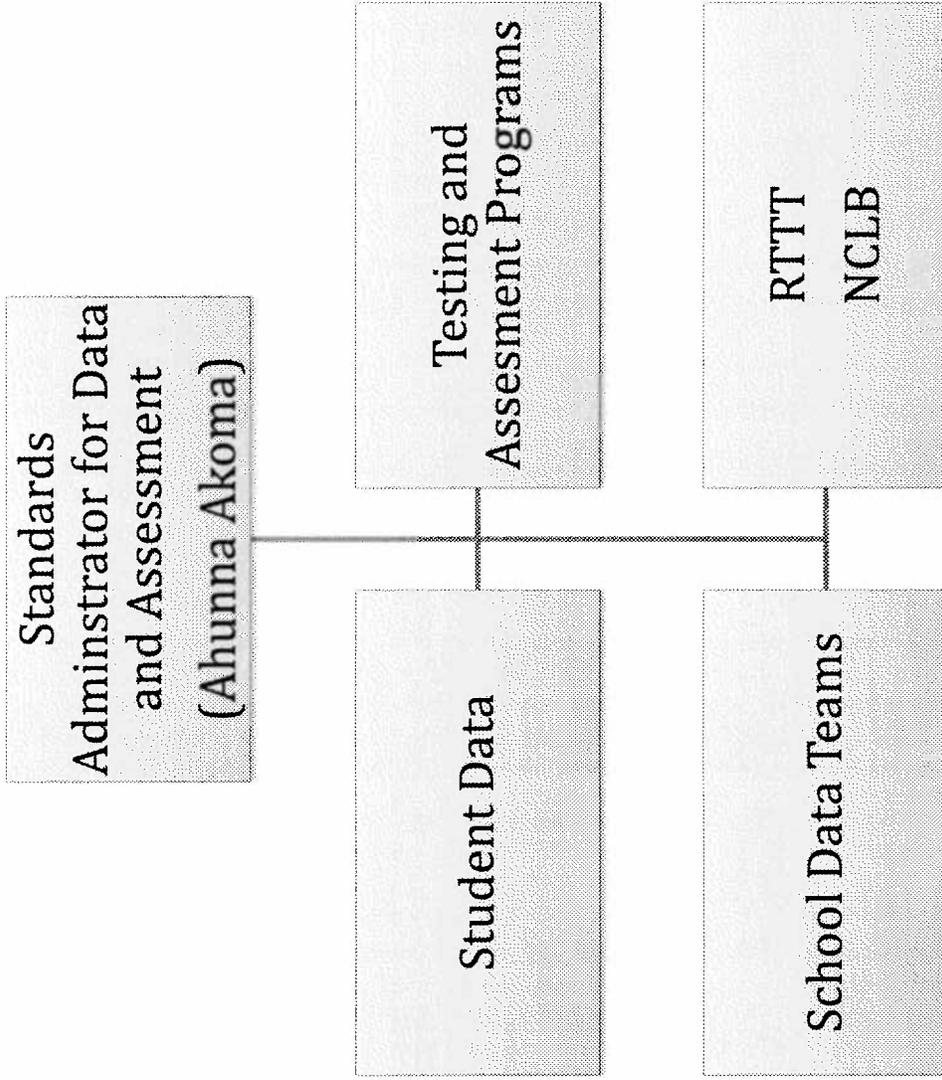
**ASSISTANT
SUPERINTENDENT FOR
ACCOUNTABILITY,
INNOVATION, AND
GRANTS**

MOUNT VERNON CITY SCHOOL DISTRICT
 ORGANIZATIONAL STRUCTURE - CENTRAL OFFICE



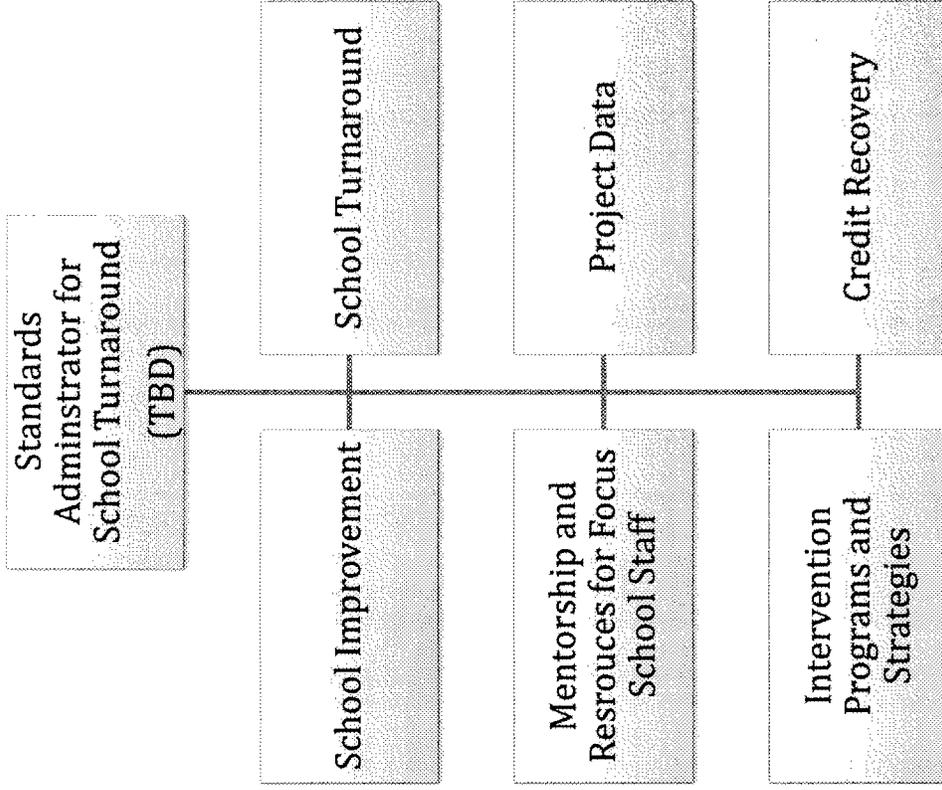
* Replaces an Existing Position ** Restores a Position ***2-Year Grant Funded Position ^ Housed in a School + Consolidates Positions
 June 7, 2013

MOUNT VERNON CITY SCHOOL DISTRICT
ORGANIZATIONAL STRUCTURE - CENTRAL OFFICE



* Replaces an Existing Position ** Restores a Position ***2-Year Grant Funded Position ^ Housed in a School + Consolidates Positions
June 7, 2013

MOUNT VERNON CITY SCHOOL DISTRICT
 ORGANIZATIONAL STRUCTURE - CENTRAL OFFICE



* Replaces an Existing Position ** Restores a Position ***2-Year Grant Funded Position ^ Housed in a School + Consolidates Positions
 June 7, 2013

MOUNT VERNON CITY SCHOOL DISTRICT
ORGANIZATIONAL CHART
SCOPE OF REFORM RESPONSIBILITIES

ASSISTANT SUPERINTENDENT FOR ACCOUNTABILITY, INNOVATION AND GRANTS

- Identifies and develops grants to secure new funds and complete grant continuation packets for existing grant funded projects.
- Works collaboratively with faculty and staff to develop, write, edit, and submit grant applications and proposals.
- Responsible for the administration of all federal, state, categorical and private grants, and supervision of the Department.
- Prepares applications and amendments, monitors, coordinates, and ensures accurate implementation of federal and state entitlement and funded programs and grants—i.e. Title I consolidated application, 21st Century grants, etc.
- Researches, identifies, and disseminates appropriate granting opportunities to appropriate staff, faculty for input.
- Assists in providing leadership to appropriate personnel in developing curriculum needs, which may be funded by special grant monies.
- Works in the coordination of faculty, administrator, staff, and external agencies to develop grant concepts and components.
- Participates in the development, coordination, and administration of centralized and school grant-funded budgets.
- Keeps abreast of changes and new developments, laws, regulations and requirements of federal and state entitlement program.
- Administers new and existing federal, state, and private source programs.
- Recommends and administers policies and procedures to support grants received by District.
- Coordinates funded grant program development and implementation for identified schools/departments including nonpublic school officials.
- Aligns program activities with grant program and district goals and objectives.
- Collaborates with school-based and district office personnel, federal and/or state grant program staff, and possibly with contracted project evaluators to ensure achievement of grant program goals and objectives.
- Develops a master calendar of grant activities including potential release dates for RFPs, deadlines, and report files.
- Manages budgets, monitor and adjust all internal budgets as necessary to assure the efficient and economical use of all funds, materials, and time in compliance with grant specifications.
- Serves as liaison with school-based personnel and district level staff.
- Coordinates and assists grant program evaluation.
- Collects data, prepares, and disseminates information on the effectiveness of grant program implementation.
- Prepares annual grant performance reports and submits to federal and/or state program officer, special project office, and privately funded grants.
- Coordinates development and implementation of staff training in support of grants goals and objectives.
- Coordinates programs and services by providing technical assistance, training and guidance to administrators, principals, and staff in the planning, implementing, and coordinating grant activities.
- Maintains files, records, database of grantors, grants, and related activities as required by law.
- Represents the District to the board, outside agencies, collaborations, governmental, and professional organizations on matters related to grants.

MOUNT VERNON CITY SCHOOL DISTRICT
ORGANIZATIONAL CHART
SCOPE OF REFORM RESPONSIBILITIES
STANDARDS ADMINISTRATOR FOR DATA AND ASSESSMENT

- Key analyst, manager, and report writer of student achievement data.
- Makes data accessible and easy to understand so it may be used to support teaching and learning.
- Formative, summative and benchmark assessment development
- NYSED K-12 Testing and Reporting Programs.
- Integrated assessment data.
- Regent's Reform Agenda under RTTT.
- Statistical methods used in compiling assessment results.
- Formulates, implements, and evaluates effective educational programs emphasizing assessment and accountability.
- Identifies staff development needs derived from data analysis and develop and coordinate such activities.
- Interprets and implements NCLB assessment and accountability legislation.
- Communicate orally and in writing.
- Works collaboratively with school data team and establish effective working relations.

MOUNT VERNON CITY SCHOOL DISTRICT
ORGANIZATIONAL CHART

SCOPE OF REFORM RESPONSIBILITIES

STANDARDS ADMINISTRATOR FOR SCHOOL TURNAROUND

- Implements the District's plan for school improvement and school turnaround.
- Helps to manage ongoing relationships with key turnaround partners.
- Provides mentorship and access to expertise resources and best practices to turnaround schools and schools in danger of failure.
- Assists in the collection, analysis, and review of project data.
- Has knowledge of specialized intervention strategies, including serving students with disabilities and English language learners.
- Reviews grade and school configuration and makes recommendations for restructuring.
- Manages zoning or enrollment changes.
- Makes innovative use of facilities and expanded options for over-age/under-credited students.

Mount Vernon City School District



SHARED-DECISION-MAKING PLAN

Date submitted January 30, 2009
Original submission date May 6, 1998
Recertified on November 7, 2001
Recertified on March 2, 2004

I. District Information

District Name: Mount Vernon City School District
District Address: 165 North Columbus Avenue
Mount Vernon, New York 10553

Superintendent Name: Dr. W.L. "Tony" Sawyer

Telephone Number: 914-665-5201 Fax: 914-665-6077

Board of Education Members

Charles Stern, *President*
Derrick Claye, *Vice President*
Maria Aneiro
Adrian Armstrong
Carol Ben Reuben
Maria Cedano
Elias Gootzeit
Lynn McBride
Michelle Walker

District Planning Committee

Name	Represented Unit	Signature
Marcia Lalloo-Roldan	Parent	
Vanessa Lee	Parent	
Anita Amieiro	Teacher	
Jennifer Hayes	Teacher	
Waveline Bennett-Conroy	Administrator	
Lyuba Sesay	Administrator	
Maureen Gonzalez	Superintendent's Office	

critical issues and concerns, to make comparisons and analogies to their own sphere of influence, and to use their imaginations to draw conclusions, gain inferences and predict outcomes.

Our principals will be instructional leaders that are motivational and inspirational. Information on student progress and school progress will be gladly shared with their colleagues. They will create teams for progress both externally and internally. As leaders, they will share information because they realize that the success of all schools is essential to the success of the Mount Vernon Community and to the world community.

Our teachers will understand that teaching and learning today requires rigorous content and righteous intent. A child's lack of preparation will not be viewed as an impediment to progress but as a challenge to our expertise. We will rise to the challenge.

The time spent with students will be valued by our teachers because of their professional and personal commitment to student progress. There will be a strong awareness that the cultivation of our students requires communication beyond classroom borders, as we reach them intent on understanding the complexities and challenges that they face in their young lives.

We are mindful of the fact that the support of the greater community is integral to our progress. Every effort will be made to partner with parents, community, clergy, business and industry in an effort to share information and create new and innovative designs for learning.

As committed professionals, we will be governed by one very simple tenet. We will accept no less for any child in the Mount Vernon City School District than that which we would accept for our own children. With this as a realization, we will be patient, committed, diligent, and focused on the success of every child in our purview.

III. Purpose of the District Shared-Decision Making Plan

The District Shared-Decision Making Plan outlines the creation of the School-Based Teams and details those educational issues on which the School-Based Teams are to provide input as per the Regulation of the Commissioner 100.11 and Education Law (2:117-2:127). The terms shared decision making and school-based management refer to a model for decision making in the schools that emphasizes both the involvement and meaningful participation of administrators, teachers and parents in the process (Education Law Section 2:117). The purpose of the school-based team is to develop an annual school educational plan aimed at improving student performance.

Based Teams do not count when determining if a team has an equal number of parents and staff.

9. In addition to the mandatory members, School-Based Teams must include other parents and staff (pedagogic and/or non-pedagogic) from the school.
10. School-Based Teams also may include representatives of Community Based Organizations. Community Based Organization members of the School-Based Teams do not count when determining if a team has an equal number of parents and staff.
11. The School-Based Teams shall submit a written report on its operations to the Superintendent on January 31st and June 30th, which will be shared with the Board of Education at its subsequent meeting.

VII. Membership Eligibility

1. A parent is defined as a parent (by birth or step-parent), legally appointed guardian, foster parent or person in a parental relationship to a child. A person in parental relationship refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state.
2. Parents who are staff members may not serve on the School-Based Teams as a parent member in schools in which they are employed, but they may serve in other schools where they have a child in attendance.
3. In the case of co-presidents, the remaining Parent Teacher Association officers shall determine which co-president will serve as the mandatory member of the School-Based Teams.
4. District office staff may not serve on any School-Based Teams as a parent member in the district in which they are employed.
5. Selections will be made annually.

VIII. School-Based Team Member Roles and Responsibilities

1. Chairperson
 - a. Once the team is constituted, it must select a Chairperson or Co-Chairpersons from among its membership.
 - b. The Chairperson or Co-Chairpersons need not be one of the mandatory members (Principal, Mount Vernon Federation of Teachers designee or Parent Teacher Association representative).
 - c. The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school.
 - d. The Chairperson ensures that voices of all team members are heard.

X. School-Based Team Relationship with Other School-Based Entities

The School-Based Team is the central coordinating team in the school and must help to facilitate communication among the various school committees.

XI. Bylaws

1. Every School-Based Team must develop bylaws and operating guidelines to provide clear direction about School-Based Teams responsibilities.
2. All bylaws must be consistent with this shared-decision-making plan.
3. Bylaws should incorporate key decisions about team membership and operations.
4. All bylaws must address the following areas:
 - a. The roles of team members and Chairperson
 - b. team composition
 - c. quorum
 - d. method of selection of parent and staff members
 - e. method of selection of chairperson
 - f. method of selecting Community Based Organizations and student members where applicable
 - g. length of term and term limits
 - h. process for removal of chairperson and members
 - i. method for making decisions (i.e. consensus or majority rule) and procedures to be followed if the team has a need for conflict resolution
 - j. filling vacancies
 - k. role of observers during meetings
 - l. who can speak at meetings
 - m. how agendas are established
 - n. that the team must meet at least ten times per school year
 - o. number of meetings that can be missed, and consequences of missing more than the designated number of meetings
 - p. develop and adopt procedures to remove a member who does not fulfill his/her responsibilities
 - q. that a secretary be appointed

XII. Decision Making/Problem Solving Protocol

1. Decisions will be based on consensus.

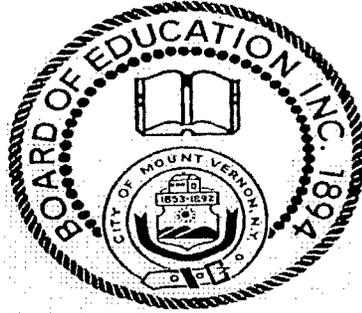
2. All decisions made by the school-based team on any educational issue will take into consideration the resource, instructional and programmatic needs of students served by state and/or federal programs to assure a coherent, integrated community of services.
3. Each team will develop a process to ensure compliance with existing state and federal guidelines.
4. Each team will focus on the following areas:
 - a. Curriculum and Instruction
 - b. School Data
 - c. Student Support Services
 - d. Health and Safety
 - e. Professional Development
 - f. Community Outreach
 - g. Grant Opportunities
 - h. Staffing Recommendations (refer to section XV)

XV. Protocol for Staffing Recommendations

1. It is suggested that a sub-committee of the School-Based Teams be the Compact Team responsible for the recommendations to Human Resources of selected candidates for hiring.
2. Recruitment and interviewing – Central office will *acknowledge* all applications, in writing. Members of the size-based compact teams, representing all stakeholder groups, will review all appropriate applications and resumes in order to select applications to be screened
3. Screening is a three (3) level process:
 - a. Level I screening is to be completed at the building level. Qualified in-district staff will be interviewed at this level.
 - b. Level II screening is a central office responsibility.
 - c. Level III will be appointments by the Board of Education.
4. Recommendations for hiring – Only qualified and certified personnel will be considered, unless there are established and documented shortage areas which may be exempt.
5. The Level I screening committee will submit a minimum of three (3) teacher and five (5) supervisory candidates' names, in rank order, to the Superintendent of Schools for Level II action. Any qualified in-district candidate is to be interviewed by the level I committee. Seniority, within the applicant's current area of certification will be a consideration in all lateral transfer opportunities, in accordance to the existing contractual agreement. Before Level III action is taken, final decisions and supporting rationale will be communicated back to the Level I screening committee.

Reading & Discussion #1 - January 29, 2009
Reading & Discussion #2 - February 4, 2009
Reading & Discussion #3 - February 25, 2009
Presented to the Trustees for a Vote - March 4, 2009

Cabinet,
Discussion



PROMOTION AND RETENTION POLICY

Gr. 3 to 4
Gr. 4 to 5
Gr. 5 to 6
Gr. 6 to 7
Gr. 7 to 8
Gr. 8 to 9

W. L. Sawyer, Ed.D., Superintendent of Schools
Ms. Shelley Jallow, Assistant Superintendent for Curriculum and Instruction

PROMOTION AND RETENTION POLICY

Promotion and retention from grade level to another grade level is based upon satisfactory academic achievement as indicated by grades, results of nationally normed standardized tests, state and local curriculum assessments, and other pertinent data including but not limited to ability, chronological age, attendance, disabilities, and the probable effect of promotion or retention upon the student.

It is essential that each child experiences both challenge and success from school activities. Grade placement should enhance this possibility. The concept of grade placement is based on the promise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional and academic growth.

District curriculum guides indicate goals for achievement by the “average” student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve proficiency in shorter period, while others need additional time. Promotion and retention are methods of meeting the needs of such children.

It is the policy of the Mount Vernon City School District that the placement or promotion of a student into a grade, class, or program should be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

A major facet of not waiting for failure is to develop a continuum of interconnected intervention systems consisting of

- systems for promotion of healthy development and prevention of academic problems
- systems for intervening early to address academic problems as soon after onset as is feasible
- systems for assisting those with chronic and severe academic problems.

This policy should not be viewed as restrictive. Its intent is to provide services to underachieving children rather than punishing them for failure. Therefore,

- • No student will be retained more than **once** in the elementary school.
- • No student will be retained more than **once** in the intermediate (middle) school.

GRADE THREE (3) TO GRADE FOUR (4) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “Level 2” or “Level 3” or “Level 4” or achieve a passing grade on the **district content area performance based assessment** in the four core academic courses (ELA, Mathematics, Science and Social Studies).

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 3 ELA and Math Assessments or the District Grade 3 ELA and Math Assessments.

AND

3. Achieve 30 or equivalent performance level on the Spring DRA assessment.

Consequences of Not Achieving Promotion Criteria

The student may:

1. Be retained in Grade Three the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “Level 3” or “Level 4” in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

GRADE FOUR (4) TO GRADE FIVE (5) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “Level 2” or “Level 3” or “Level 4” or achieve a passing grade on the **district content area performance based assessment** in the four core academic courses (ELA, Mathematics, Science and Social Studies).

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 4 ELA and Math Assessments **or** the District Grade 4 ELA and Math Assessments.

AND

3. Achieve 40 or equivalent performance level on the Spring DRA assessment.

Consequences of Not Achieving Promotion Criteria

The student may:

1. Be retained in Grade Four the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “Level 3” or “Level 4” in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

GRADE FIVE (5) TO GRADE SIX (6) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “Level 2” or “Level 3” or “Level 4” or achieve a passing grade on the **district content area performance based assessment** in the four core academic courses (ELA, Mathematics, Science and Social Studies).

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 5 ELA and Math Assessments **or** the District Grade 5 ELA and Math Assessments.

AND

3. Achieve 44/50 or equivalent performance level on the Spring DRA assessment.

Consequences of Not Achieving Promotion Criteria

The student may:

1. Be retained in Grade Five the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “Level 3” or “Level 4” in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

GRADE SIX (6) TO GRADE SEVEN (7) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “Level 2” or “Level 3” or “Level 4” or achieve a passing grade on the **district content area performance based assessment** in the four core academic courses (ELA, Mathematics, Science and Social Studies).

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 6 ELA and Math Assessments **or** District Grade 6 ELA and Math Assessments.

AND

3. Achieve 60 or equivalent performance level on the Spring DRA assessment.

Consequences of Not Achieving Promotion Criteria

The student may:

1. Be retained in Grade Six the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “Level 3” or “Level 4” in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

GRADE SEVEN (7) TO GRADE EIGHT (8) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “**65 or better**” in the four core academic courses (ELA, Mathematics, Science and Social Studies) and all required electives (Physical Education, Health, Music, Art, Home and Careers, etc.) or achieve a passing grade on the **district content area performance based assessments**.

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 7 ELA and Math Assessments **or** District Grade 7 ELA and Math Assessments.

AND

3. Achieve 5.8 or equivalent performance level on the Spring Gates MacGinitie assessment.

Consequences of Not Achieving Promotion Criteria

The student may:

1. Be retained in Grade Seven the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “70” or better in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

GRADE EIGHT (8) TO GRADE NINE (9) PROMOTION CRITERIA

Beginning with the 2009-2010 school year, the student must:

1. Earn a **final report card grade** of “**65 or better**” in the four core academic courses (ELA, Mathematics, Science and Social Studies) and all required electives (Physical Education, Health, Music, Art, Home and Careers, etc.) or achieve a passing grade on the **district content area performance based assessments**.

AND

2. Achieve a “mid Level 2” or “Level 3” or “Level 4” Performance Level on the NYS Grade 8 ELA and Math Assessments or District Grade 8 ELA and Math Assessments.

AND

3. Achieve 6.8 or equivalent performance level on the Spring Gates MacGinitie assessment.

Consequences of Not Achieving Promotion Criteria

The student shall:

1. Be retained in Grade Eight the following school year

OR

2. Attend the Mount Vernon City School District intervention summer school program for at least 18 of the 20 days and earn a grade of “70” or better in the subject(s) taken. Student may take a maximum of two subjects in summer school.

AND

3. Be placed in AIS ELA and/or AIS Math the coming school year if the areas failed were ELA and/or Math.

AND

4. Be placed in a district mandated intervention program during the school year.

Please note -

- a) *Students whose IEPs state they will not participate in State assessments and local assessments are not held to the promotion standards as set forth in the draft promotion and retention policy.*
- b) *Students whose IEPs specify a modified promotion standard due to the nature of the disability should be promoted based on the IEP standard.*

Appeal Process

An appeal process by the Promotion and Retention Committee, a team of Mount Vernon City School District educators, to review and make decisions affecting **promotion** or **retention** of specific students is expressly authorized. All appeals by the Promotion and Retention Committee will be conducted following the conclusion of the 3rd Marking Period.

Students qualify for the appeal process if they meet the following criteria:

1. Documented medical condition.
2. Documented "homeless" condition.
3. Extenuating circumstances deemed appropriate by Principal.

The Promotion and Retention Committee shall be comprised of the school principal, assistant principal, classroom teachers of the subject or grade, a school counselor and the Assistant Superintendent for Curriculum and Instruction or his/her designee. These designated individuals shall attend the Promotion and Retention Committee meeting to review relevant evidence and documentation for the purpose of rendering a decision. No Promotion and Retention Committee meeting will be held without total representation by all designated individuals.

The Promotion and Retention Committee shall have a full range of options in making a decision including promotion, retention and mandatory summer school attendance. The decision of the Promotion and Retention Committee is final and not subject to appeal.

All provisions within this policy are subject to the availability of appropriate levels of district fiscal resources.

Mount Vernon City School District

Pre-Review of Full 2013 Grant Application

Page 1

Application Cover Sheet (with original signatures ...	No
Proposal Narrative (including District-level Plan...	Yes
Attachment A (Consultation and Collaboration Form...	Yes
Attachment B (School-level Baseline Data and Targ...	Yes
Attachment C (Evidence of Partner Effectiveness Ch...	Yes
Attachment D (Budget Summary Chart)	Yes
FS-10 for Implementation Period	Yes
Budget Narrative	Yes
Memorandum of Understanding (required for a Restar...	Yes
Assurances for Federal and Discretionary Program F...	Yes
Has the applicant submitted all of the documents l...	Yes

Did this applicant meet all of the necessary requirements to be considered for full review?

No

no extra copy